

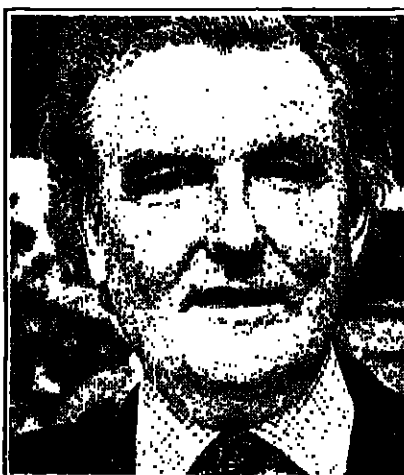
We are approaching, I suspect, a great climactic in the history of education in Britain. The present state system, nearly 120 years old, is clearly not working. It is enormously expensive. But it turns out a growing proportion of teenagers badly educated or scarcely educated at all. The teachers are unhappy. Parents are certainly very unhappy. The children are cynical or furious. Employers are in despair.

The system is summed up in the symbolic figure of Sir Keith Joseph. He is a failure, and looks it - a tragic, bewildered figure, highly intelligent and well-meaning but overwhelmed by the magnitude of his problems and his own evident incapacity to surmount them. He is like a general after a catastrophic defeat, who knows that everyone is waiting for him to slink off the field into merciful oblivion.

The Government is as conscious as everyone that its education policy, in so far as it ever had one, is in ruins. What I fear is that, in its annoyance and frustration, it will jump to hasty and silly conclusions and embark on huge new state measures simply in order to be doing something. Christopher Patten is already showing signs of this. Of course he is right to believe that local government has made a hash of running our schools. But the remedy may not be in transferring responsibility to national government.

I doubt if a centralized, French-style system would work here. I shudder at the prospect of a major bureaucratic reorganization on the lines that Edward Heath applied so disastrously to the health service and local government in the 1970s. What is wrong with our schools may not be the kind of government which is in charge but the fact that government is in charge at all.

Let us consider the elements for a moment. Those who most need a say in how schools are conducted are the children, or rather the parents acting vicariously for them. Parents have been almost kept out of the state school system, except as remote voters. That is its greatest weakness. They can exert money-power over fee-paying schools but they have no financial leverage over state schools. They might, though, if



PAUL JOHNSON

## TIPs for tops

The government is conscious that its education policy is in ruins

mately pay for them through rates and taxes. They must have a share in all the key decisions.

Then there are employers. For many years to come they will know better than anyone what young people need to acquire to be employable. They, too, must have a share in the main decisions. Finally, there are the teachers, those who in practice determine how far the desires of parents and employers can be met.

A local school, it seems to me, should be run essentially by these three groups, the triumvirate of interested parties. So long as these three agree, it does not really matter what the rest of the world, politicians local or national, or bodies like the CBI or the NUT or the Department of Education and Science, think or want. It is not their business. At present, schools have to carry a tremendous burden of political, bureaucratic and union interference, which adds greatly to their costs, limits local decision-making and, increasingly, turns them into ideological and industrial battlefields. If state schools had been under genuine local control, the present dispute, the most damaging in our educational history, could never have occurred.

What we might consider is a procedure to transfer state schools from public ownership

to locally formed corporations. These corporations need not be standard. Some would be religious. Schools run by churches, or at any rate schools with a strong religious element - whether Christian, Jewish or Muslim, seem to be among the most effective in the country. The Cardinal Vaughan School in West London, for instance, has the best record in the ILEA area. Let us, by all means, have religious corporations, so long as the triumvirate of interested parties (TIP for short) is properly represented on its board. Or again, a big local firm might set up the corporation. That would make a lot of sense in some areas and would be acceptable provided other employers, and parents and teachers, had sufficient seats on its controlling body. Or a group of parents might take the initiative. Or a group of teachers. The more varied the flavour and composition of the managing corporations the better, so long as the TIP were happy.

There would be no need for any of the corporations to run a uniform type of school. Each school would be financed by whatever funds its owning corporation could raise and by an annual sum paid by government on behalf of each pupil which attended it. The public would need to be satisfied that certain criteria of quality were maintained and an inspectorate would enforce them.

Otherwise the corporations would be left very much on their own. Parents, teachers and employers, acting together, are much better upholders of standards than politicians and bureaucrats. Schools would be big or small according to local views and requirements. Some would be residential and the capitation grants adjusted accordingly. Some would be specialist schools. Some would be part-free, part fee-paying, as local desire and demand dictated.

No doubt certain archetypal patterns would emerge. But there would be plenty of opportunity for experiment. Enterprising and innovative heads who succeeded in winning and retaining the confidence of their corporation would be able to create their ideal schools.

And if a school failed it would go bust, the corporation would be dissolved and the process would start again. Not all the schools would be good but the real horrors would soon be weeded out instead of, at present, poisoning the lives of pupils and teachers alike.

I don't expect my idea to win general acceptance. But in the present crisis it is the sort of proposal we ought to be considering. One way or another, we must rescue our schools from politicians, bureaucrats and unions, and return them to the people who use them.

### NEXT WEEK

London's primary schools  
New ILEA research report

Glenys Kinnock interviewed  
Sarah Bayliss meets the country's  
most influential teacher

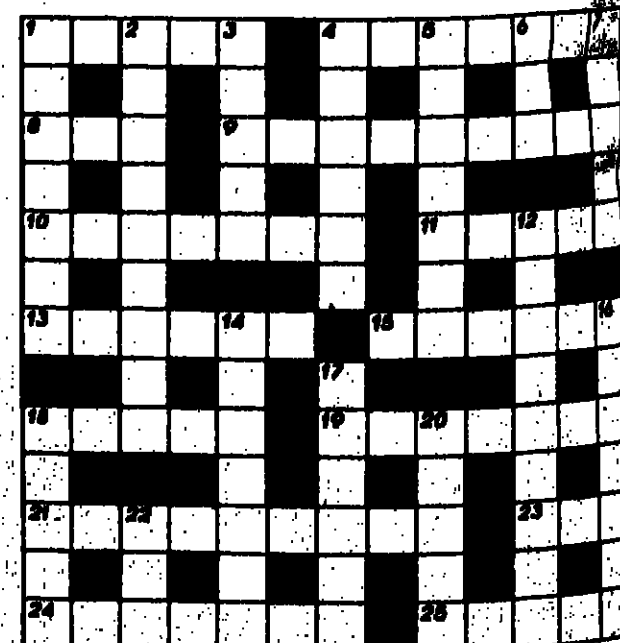
Tudors and Stuarts  
Paperback history round-up

Child abuse  
Michele Elliott assesses the latest  
videos

EXTRA: Science

### NOTICEBOARD

### No 249 CROSSWORD by Rufus



- ACROSS**
- Five hundred but not a poet (5)
  - Editorial articles that don't last long (7)
  - An inhuman doctor (3)
  - Set off for a famous school with an old-fashioned exterior (7)
  - A growing stitch-punt (7)
  - Some of the minor but very apply for release (5)
  - If one betrays a casual bug, that will do (6)
  - Log-strap on a fall-pole that is female (6)
  - Time to take the air (5)
  - Not opera in a natural setting (4-5)
- DOWN**
- Revised plan in use for a land project (9)
  - Conclude a lecture has no support (3)
  - Motifs for further breaks from work (7)
  - Grown-up about one's own (5)
  - Get things lighter on getting the payment of a debt (5)
  - Pluck a pie-up (5)
  - Solution to puzzle (5)
  - Very keen supporter voted out on two votes (7)
  - Performing below standard, like a tramp? (2, 4)
  - Sort of wine earlier vintage? (5)
  - Quiet rest (6)
  - Eat the whole chicken outside (7)
  - Head - possibly bolted (2)
  - Slide about the side-walk (5)

### INFORMATION

**Goldsmith's College**  
The University of London Goldsmith's College has launched a £1 million appeal for a new library. Readers who would like further information about the project are invited to write to the Deputy Warden, A E Frith, Goldsmith's College, New Cross, London SW14 4NH.

**St Matthias Society**  
Former staff and students of the College of St Matthias, Bristol, are invited to join the society which meets at least once a year, organizes the St Matthias Lecture on an educational theme, publishes a news letter and raises funds to support former students' overseas. Details from the membership secretary, Mrs J Gibbs, 2 Jacklands Cottages, Twickenham, Cleveland, AY9 7JN.

**Publications**  
Looking for Work and Work in Progress, are two separate packs intended for students on TOPS preparatory courses and students in Adult Basic Education classes: either in work or preparing for return to work, produced by the National Extension College. They cost £3.95 each including postage from NEC, 18 Broadlands Avenue, Cambridge CB2 2JN.

**Women in engineering**  
During July the Engineering Industry Board is running 11 free

University of London Department of Extra-mural studies including one on *Language and Bilingualism for under-16s* from the Department of Extra-mural Studies, 26 Russell Square, London WC1.

**July 14-15**  
The use of microcomputers in initial teacher training - a MAPE course for lecturers involved in teacher training to discuss common problems and exchange experiences at Newman College, Birmingham. Details from Rosemary Green, Birmingham B32 9NT.

**July 20-25**  
Special needs summer school at Chester College will offer courses in instrumental enrichment, integration, micro-applications, needs of children with behavioural and emotional difficulties and curriculum development for children with severe learning difficulties. Course directors: Marian Appleton, Antoni Florek and Bob Spalding. Details from Marian Appleton, Chester College, Cheyney Road, Chester.

**July 21-26 and July 29-August 2**  
Two short courses on school management studies run by the College of Preceptors: the first at Rolle College, Exmouth, Devon, and the second at Bishop Grosseteste College, Lincoln. Details from the respective course secretaries: Miss G Taylor, 31 Crest Court, Broadhead, Exmouth, Devon EX8 4JR and Mr J Evans, Woodland View, 10 Lower Road, Holme Hale, Thetford, Norfolk IP26 7EP.

**Women in engineering**  
During July the Engineering Industry Board is running 11 free

**Now at Central Hall, Westminster.**  
Speakers: Mr Peter Walker, MP, Mr John Alderson, Mr Brian Sedgmore, MP and Mr Clive Forster. Details from Education and Training Services, 60 South Molton Street, London W1Y 2AZ.

**May 17**  
Recent and Relevant - the issue of professional updating - Society for Research into Higher Education conference at the Royal College of Nursing, Cavendish Square, London W1. Fee £21 members (£24 non-members). Details from Karen Simmonds, Teacher Education Study Group, West Sussex Institute of Higher Education, The Dome, Upper Bognor Road, Bognor Regis, West Sussex PO21 1HR.

**May 22**  
Meeting the special educational needs of children with disabilities - a Royal Association for Disability and Rehabilitation (RADAR) conference at the Sports Pavilion, Westland Helicopters Ltd, Yeovil, Somerset. Fee £13. Details from Amanda Osborne, conference officer, RADAR, 26 Mortimer Street, London W1N 6AB.

**May 29**  
Education of pre-vocational studies, materials for 14 to 19-year-olds at Guildford Teachers' Centre, Pewsey Hill, Guildford from 9-5pm. Details from Mr Ian Skelton, Head of Centre.

**April 22 for 10 weeks**  
Working in Child Care: developing skills for experienced childcare or community workers at the City Library Institute, Stables Street, London WC2. Details of this course and others organized by the

### PEOPLE

The following heads have been appointed to new or existing secondary schools opening in ILEA in September: Mr John Phillips to be head of the new school resulting from the amalgamation of Furzedown mixed school, of which he is currently head, and Ernsay school, Mr John Bredon to be head of the new school resulting from the amalgamation of Hydeburn mixed school, of which he is currently temporary head, and Henry Thomson boys' school, in south London; Mr Walter Beal to be head of the new school resulting from the amalgamation of Battersea County mixed school, of which he is currently head, and Sir Walter St John's boys' school, south London.

Mr Malcolm Overend, acting head of Rilland Bedford School, Sutton Coldfield, to be head of the new school resulting from the amalgamation of Rilland Bedford School and Bolkmore. The new school, to be called Plantbrook, will open in September.

### CONFERENCES

**April 26**  
Peace Education meetings: methods and myths - organized by the United World Education and Research Trust at Regent's College, London NW1. Speakers include Colin Reid and Brenda Thompson and there will be a variety of discussion workshops. Fee £7 (£3 students and unwaged). Details from Dr Tony Weaver, 1 St. Barnabas Villas, London SW8 2EH.

**April 28**  
Sixth-form conference on Politics

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# Educational Supplement

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FIRST PUBLISHED 1910 PRICE 65p

## Acas talks ban on NUT renews strike fears

by James Melkie

Schools could face a resumption of teachers' strike action following a setback this week to negotiations on a new pay and conditions deal.

Local authority employers barred the National Union of Teachers from the long-term talks - held under the auspices of Acas, the conciliation and arbitration service - this week.

Their decision to take a tough line with the NUT immediately cast doubts on the eventual success of the negotiations. The authorities said they would not sit down with the union unless it called off its continuing sanctions in schools and abided by the terms of the agreement that set up the talks. These include a return to full normal duties.

The NUT warned of a "quite explosive situation in schools". Its leaders have the backing of their Easter conference to ballot members on further strikes if "circumstances make it necessary" - either through delays in the Acas talks or in reaching an interim agreement this year.

On Wednesday, teachers' leaders agreed to press for both a payment on account and an annual award from the Acas negotiations - but other unions combined to defeat a move by the NUT to call for an across-the-board £800 payment on account.

The teachers' panel also agreed unanimously to call for increases that would "solve the pay problem" from the annual award. Again, a NUT move for a specific rise of at least £1,700 for everyone was defeated.

Both the employers and other teachers' organizations put a brave face on the future of talks.

Mr Fred Jarvis, the NUT general secretary, said talks without his union would become "a charade and a farce". He said Sir John Wood, the chairman of the Acas panel for the negotiations, had "succumbed" to pressure from the local authorities.

Employers' leader Mrs Nicky Harrison said representatives had no mandate to talk with any parties that had not signed the Acas deal.

She said: "We want the NUT there. We want them there as badly as Sir John Wood and other teachers want them there - but an agreement is an agreement."

Mr Fred Smithies, general secretary of the National Association of School Masters/Union of Women Teachers, said there was never any question of organizations which signed the Acas deal in January boycotting the talks if

the NUT were not allowed in. Mr David Hart, general secretary of the National Association of Head Teachers, said: "I think members would prefer to see progress without the NUT than have the whole thing grind to a halt because of the position of the NUT."

The panel issued a brief statement, saying it had made "clear to all parties their view that the NUT's presence remains important to the successful conclusion of their work."

The employers and the teachers' organizations remaining have set up four working groups to consider salary structure, levels and principles; conditions of service; appraisal and training; and future negotiating machinery.

The next full negotiations are planned for Monday week.

The local authorities have published their opening position paper for the talks. This proposes a three-year entry grade, with a minimum salary "broadly in line with graduate starting salaries in competing fields", a career grade re-structure, a principal teacher's grade involving at least 15 per cent of teachers in all but the smallest primaries, and a further five per cent of teachers on a grade immediately below the head.

Contracted duties for teachers would include covering for absent colleagues and attending parent and staff meetings.

Both the Department of Education and Science has circulated different proposals but these have not been made public. They are thought to be similar to structure proposals made last year - two-year entry, main, senior teacher and principal teacher grades, with additional management allowances and deputy heads on top. This would cost less than the local authorities' package.

● The National Association of Head Teachers says the NUT decision to teach O levels and CSEs if it does not get what it wants from Sir Keith Joseph will involve "teachers in blatant breaches of contract if such exams have been abolished".

Mr Hart, wants local authorities to give heads advice on where they stand if staff adopt such a course of action. On Wednesday Sir Keith ruled out any postponement of the GCSE examination or extra cash for it when he met leaders of the NUT.

Unity plea over pay - page 3



Fred Francis began a hunger strike last week in protest over the proposed closure of his village primary school in Llanfihangel ar Arth, Dyfed. At present the school has only 14 children - including Mr Francis's four children - and the county council's policy is to review the future of all its schools with less than 16 on roll. Mr Francis has been living on glucose drinks since last Thursday.



## 'Be good sports' plea to schools

by Bert Lodge

Schools should abandon all sporting competition, says Dr Eric Midwinter in a book published yesterday. "Juvenile Jingoism and... the hearty clasp of character-building through sport" should also be abandoned as a start to getting the nation to do the same.

Dr Midwinter, biographer of W G Grace and a former teacher who pioneered community education in the early 1970s by taking it out of the schools and colleges on Merseyside and putting it into pubs and clubs, is now director of the University of the Third Age, a venture into educational provision for the elderly.

He says modern sport is a mess, beset with greedy and over-commercialized motives and damaged by dangerous political alignments and the wrong social and personal values. Dr Midwinter pleads for it to be restored to its original function as "disportment" - fun and games for players and spectators alike.

A start should be made in schools where youngsters are offered their first sporting chances.

The competitive spirit is heightened by a hierarchy of school, district, county and national competition. In addition parents can be the worst offenders in fostering the competitive element.

*Fair game? myth and reality in sport.* By Eric Midwinter. Allen and Unwin, £12.95

## Lords unite in challenge to Bill

by Biddy Passmore

Clear signs that the Government may have to amend its proposed division of responsibilities for the curriculum if it wants to get its Education Bill through Parliament were apparent this week.

On the second day of the Bill's committee stage in the Lords on Tuesday, peers of all parties said the plans would produce conflict and confusion.

Under the Bill as it stands, the governing body would be required to consider a local education authority's curriculum policy, but would be free to depart from it if it wished, provided the head agreed.

Lady Young, a Government spokesman, said the aim was to ensure that two out of the three partners involved agreed on the curriculum. This meant that a school could not be forced to teach contentious subjects such as peace studies by a political decision of the L.E.A.

But Lord McIntosh of Haringey, Labour education spokesman, said the plans did not make sense in either practical or political terms. He moved an amendment simplifying the chain of command and leaving the L.E.A. the last word.

Lord Mottistone, a Conservative peer, complained that the clause had been written by administrators, not managers. "To say that two out of three

must agree without saying which is the most important would cause managerial chaos," he said.

Lady Young promised to take the clause away and look at possible amendments. But she said the Government could not accept Lord McIntosh's formula and voiced doubt that complex matters could be expressed more simply.

The Lords were also united in their concern about political indoctrination, the subject of several amendments.

Sir Keith on the Bill - page 8

whose sponsors included Baroness (Caroline) Cox.

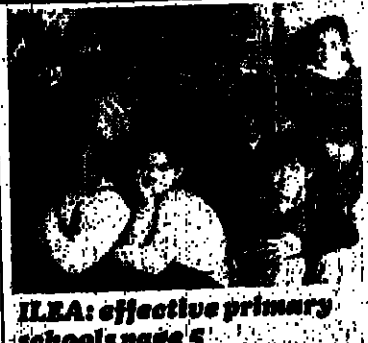
Viscount Tonypandy, the former Speaker George Thomas, made a plea to "keep party politics away from our little ones". And Lord Home of the Hirsel asked the Government to change the Bill to say that politics, when taught in schools, must be taught objectively and without political bias.

The amendments were withdrawn after Government assurances that ministers would look at the matter again and do what they could.

Proposals in the Bill show a general tendency to centralize the running of the education service away from local education authorities, according to the Association of County Councils.

### THIS WEEK

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| DIARY            | 2     |
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Appraisal appraisal Platform page 4



Teacher for Number 10 page 24



Tudors and Stuarts paperback history page 27

EXTRA: Science pages 55-56



## New yardsticks for primaries

To the casual observer it might appear that the Inner London Education Authority has produced more reports than results under its present leadership. But it helps to have one before the other, and the seeker after educational improvement needs patience.

In any event, the results of Peter Mortimore's Junior School Project (page 5) were emphatically worth waiting for. Launched when the ILEA was under slightly different management, this longitudinal study which followed the progress of a cohort of 2,000 children from the age of 7 until they transferred to secondary school at 11, is understandably welcomed now by Mrs Frances Morrell as she goes into the direct elections, as evidence of the authority's realistic pursuit of quality.

Elections or no, this primary school study will now stand beside Hargreaves on secondary schools (rather more effectively than the diffuse Thomas Report), both as a slide-rule that heads, governors and inspectors can use to improve Inner London schools, and as a major influence elsewhere.

Both message and methodology are already attracting the interest and support of HMI, the DES and other researchers in pursuit of that educational holy grail—school effectiveness, and how to measure it.

The message, even more emphatically than Rutter's *Fifteen Thousand Hours* before it, is that schools can make a difference, regardless of home background, race, class or sex. Among the major implications for central and local government are the findings that progress is firmly linked to class size, that black children progress as well as white children in the most effective schools, that continuity and a good environment matter, and that it helps to have

voluntary aided status.

The methodology has involved the development of statistical instruments to use at three levels: to measure pupils' background characteristics at the time they entered junior classes; to measure their subsequent progress and development; to measure the factors in the school environment and processes which related to pupil progress.

Methodology can, of course, be rubbished wherever two or three statisticians are gathered together—what, after all, is a multiple regression analysis between friends?—but Dr Mortimore and his team do seem to have gone further than anyone so far in cracking some obstinate statistical problems. This has been possible at least partly because they were able to build on the experience of the Rutter team, of which Dr Mortimore was a member, as well as on the ORACLE primary project and other comparative work on standards.

Much more attention is given to curriculum and to parents than in *Fifteen Thousand Hours*, there is a far better sample of schools—50 instead of 12, and drawn from across the whole authority—and there is more detailed data on the intake. Where Rutter had to confine himself to schools whose pupils were deemed to come from similar backgrounds, the ILEA statisticians are now able to measure the effect of individual background characteristics on performance. Much the same techniques were used to compare school performance in the ILEA examination results league table published just before Easter, but there is an added and convincing refinement in the primary study in that the social data are related to individual pupils, rather than to the whole school.

At the next stage, where the aim was to measure not just attainment, but progress and development,

the research team were again breaking new ground in seeking to measure "social" outcomes such as attitudes, attendance and self-perception, as well as progress over time in reading, writing, language and practical mathematics.

But it was the factors which the researchers found made some schools more effective than others which have so far been seized on in the press and construed as little more than a triumph for common sense, or the justification for Black Paper basics.

Needless to say, the message is not quite as simple—or simplistic—as that. The report's authors neither plump for traditional authoritarian teaching styles nor yet for progressive child-centred approaches, but rather they say that the effective teacher is likely to command a varied repertoire of styles (not unlike the good teacher in that other misunderstood report from Neville Bennett).

Some of the ingredients of success sound obvious, but there were surprises too: the key role of the deputy head; the fact that heads were most effective between three and seven years in post; that the youngest children in a year-group are vulnerable throughout junior schooling; that parental access is helpful, but a PTA can be positively counter-productive.

All the research took place before the current wave of polemic which pretends that only market forces in the shape of parental choice and pressure can ensure good schools. This sort of study takes far more time and effort than a bit of pre-manifesto brainstorming about pilot direct grant primaries for the inner cities. But it does provide a more convincingly-mapped way towards the more effective schools for everyone which ought to be the universal aim.

## COMMENT

### Out goes the NUT

Rather unexpectedly, but with every justification, the local education authorities turned on the National Union of Teachers on Monday, and decided that they were not prepared to let the union have its cake and eat it. Not having been a party to the Acs agreement, the NUT had no automatic right to demand a seat at the table. And as the union was not even prepared to make a tacit gesture in the direction of an armistice, it is difficult to think of any serious reason why Fred Jarvis should feel affronted at being excluded.

There were those on the authorities' side who felt that the union had better be allowed in because it would be a bigger nuisance outside. But that is not necessarily so. The absence of the NUT may make progress easier. If the NUT had been at the table, it would have been well placed to choose its own moment to wreck the talks. There were even those who were prepared to start a sweepstake on exactly when the breakdown would come. Now it is up to the non-NUT unions and the i.e.a.s to make a success of the talks and come up with the bones of a deal with which to

confront both Sir Keith and the NUT. Nobody could say, however, that the prospects are anything but stormy, nor that the travesty of "normal working" which the local authorities have accepted from the NAS/UWT is much cause for rejoicing.

The Scottish settlement made it inevitable that a majority of the teachers' unions would back the claim for an immediate award for 1986-87. When the Acs agreement was signed it looked as though the 1986-87 Burnham negotiations would merge into the search for a deal on structure and contract, and that the money which would otherwise be needed for a 1986-87 settlement would be used to provide the negotiators with a bit more elbow room. But then the Scots managed to get both an inquiry and 5.5 per cent on account, and the case was materially altered. The local authorities will say that they cannot afford two bites at the cherry, but they will be told that they could at least be expected to match the Scots. Taking the two agreements together, it looks as if the English and Welsh need nearly 4 per cent more simply to keep up with Scotland.

And, in all fairness, there is a lot to be said for keeping the annual pay negotiations separate from the Scottish inquiry and the Acs-managed talks, in order to make it perfectly clear how much is being offered for the

contract and the new structure and the element of "catching up", and how much is due under the regular Burnham procedure which should take care of inflation and other relevant pay settlements.

The teachers' unions will confuse the issue, however, if like the NUT, they pitch their "on account" demands too high. The most the employers can be expected to do in advance of the Acs talks is protect the teachers from any further erosion of their position.

### 'Progressive parsimony'

Eric Hewton's article on page 25 throws a spotlight on the effect of what he calls "the progressive and relentless parsimony" of the past decade in one particular shire county (unnamed) which has been the subject of his recent research.

It is not just a catalogue of complaints, though he does describe clearly how figures which show a marginal real-terms increase in the amount of money spent on each pupil can still yield a cut in teaching resources. This is the same paradox which causes Ministerial boasts of rising unit costs to set on edge the teeth of teachers who report "dilapidated buildings, shortages of support staff, subjects lost from the curriculum, a reduction in the real value of the capitation allowances and a chronic fall in morale."

Hewton quantifies the effects of falling rolls in a county area: "The cost per pupil in very small schools is twice those in schools with over 150 pupils because the fixed costs such as heating, lighting, cleaning and maintenance, support services and administration do not fall with marginal reductions in student numbers." Hewton reckons that such more or less fixed costs regularly add up to 35-40 per cent of the bill. On this basis, a fall in the school roll can be a disaster for the

costs. As the big falls in secondary rolls have yet to be experienced, it is clear that the combination of higher costs and worse conditions will get worse, not better, in the next year or two unless the purse-strings are loosened.

When the Audit Commission draws attention to these trends, its remedy is to urge authorities to be more ruthless in removing surplus places from use. This certainly is part of the answer, though neither the i.e.a.s nor the Secretary of State can duck the political crossfire such reorganization invariably causes. Hewton looks for imaginative changes in teaching methods and internal organization but it is difficult to see how these could bridge the gap in the short or medium term.

### Ronald Gould

Sir Ronald Gould was one of the pillars of the post-war educational establishment. His death last week is another sombre indication of the passing of an era—an era when for nearly a quarter of a century, he as leader of the teachers, and Lord Alexander of Portsmouth (as he now is), epitomized the partnership and the understanding on which the post-war education reform was built.

Sir Edward Britton pays his own tribute to Sir Ronald on page 15. Gould was one of those rare people who commanded almost universal respect and affection; a man with no enemies and many friends.

### No comment

"The Chelmsford branch of the Labour Party held a specially-attended public meeting at the church hall last Thursday to discuss cuts in education resources. The low attendance, 28, was attributed to *Radio 4* competing on TV," writes *Chelmsford Chronicle*, March 27.

## Second opinion

### Where local councillors have failed

So Chris Patten thinks the partnership has broken down? He is probably right but why are there only two candidates for blame?

For Mr Patten and his friends, the teachers who have brought us to the edge of disaster. For the unions, it is of course the Government, and particular Mrs Thatcher and Sir Keith Joseph who have been the villains.

It is true that a case can be made for the claims of both these candidates but it is curious how nobody points a finger at the third member of the partnership, the local authorities.

It is they who manage the maintained education system. It is the system which is now condemned and yet it isn't their fault. Or is it?

Time was when education committees were happy to make good policy and leave the professional administration to run the service.

Time was when the administrators were, at least, providers of pay and conditions, and at best, inspirers of a developing service in which the emphasis was on enabling schools to be themselves effectively. Time was when local politicians were proud of the schools they built with taxpayer money and defended them against cutters. Time was when heads could get on with running schools.

How different is today's scene. Poundswick goes all the public because here the good sense of politicians and governors alike is hidden by politicians who cannot see that mutual trust is at the root of the system.

The rest of the story is less well known: the county hall politicians who attend daily to the minutiae of administration, for the execution of which they pay large salaries to others as well as expenses to themselves; the narrow-minded bigots who have never been inside a state school and without ever looking at the evidence, that standards have been falling; the administrators so fearful of their jobs that they twist and turn to every local political whim.

There are 104 local education authorities—some good, some bad, some indifferent. Collectively they are useless. They proceed at the pace of the slowest. They are riven by party political rivalry and they have a half-an-ounce of courage between them.

Last year they wanted the unions to hold their hands while asking Sir Keith for more resources. On industrial action they act just like the big bad wolf—but for all their puffing and blustering, the school is blown down.

Yet the strength of the English educational system for three-quarters of the 20th century was founded on local control, local initiative, local responsibility and local pride. It will rush to remind us that they have been hamstringed by politically motivated central financial control.

There is no shortage of excuses, even of reasons, but they do not excuse the sacrifice of the school system to the altar of dogmatism, whether of the Right or of the Left, nor the absence of firm leadership and management, both locally and collectively.

Nor, most of all, do they excuse the failure of councillors to fight for the good name of their schools and of the service. When the outbursts of partnership come to be written, the names of those who were in charge of the local authorities—by and large pusillanimous, reckless, self-serving and, in the end, downhearted—will be prominent.

John Sutton is salaries and conditions officer for the NUT.

## In brief



### Assault inquiry

A full investigation has been ordered in Gwynedd into the case of a primary school head this week jailed for 18 months for indecently assaulting three girls.

Mr Caryl Wyn Davies, head of Tanygristau primary, Blaenau Ffestiniog, pleaded guilty to the assaults. In 1964 while a teacher at Thomas Ellis primary in Holyhead, Anglesey, he was convicted of 12 charges of indecent assault.

Mr Dafydd Orwig, chairman of Gwynedd county council's education committee, has called for a full report on the background to the case. And Mr Dafydd Ellis Thomas, (pictured), local Plaid Cymru MP, wants an inquiry into why Mr Davies was re-employed as a teacher after being jailed for his first conviction.

### Ethnic projects

The Government is to spend more than £1 million to support pilot projects on the educational needs of ethnic minorities. In 21 i.e.a.s education support grant at the rate of 80 per cent has been approved for the current financial year, worth £886,000. In a further eight, grants totalling £194,000 will be provided under the traditional Urban Programme. The projects involved include two to "twirl" all-white schools with multiracial schools.

### Graffiti battle

The pro-teachers Poundswick Parents' Action Committee is backing a second election challenge to the Labour group on Manchester City Council. It is supporting Liberal candidate Mrs Ann Bradshaw, who has two children at Poundswick, in a battle against Labour's Mr Alf Home in the city's Benchill ward. Action committee chairman Mr Dave Wrexall is fighting for the Woodhouse Park seat as an independent with Liberal support, in the local elections on May 8 in protest against the authority's decision to veto the expulsion of the school's "graffiti five".

### AIDS carrier

A 13-year-old at a Merthyr Tydfil, Mid-Glamorgan school has been confirmed as an AIDS carrier. The pupil attends Penytre comprehensive, one of only 12 secondary schools in the authority with a resident nurse. Mid-Glamorgan now wants to extend nursing provision to all 42 of its secondaries.

### Post for PAT

The Professional Association of Teachers is advertising a new post of deputy general secretary at a salary of £20,000 a year. The union has claimed a big increase in membership in recent months to more than 40,000.

## Doubts on Labour plan to kill shires

by Mike Durham

Proposals being discussed by the Labour Party to reform local government by abolishing most of the shire counties have been condemned as likely to lead to centralism by the backdoor for education.

The Labour plan, which could be included in its general election manifesto, was expected to be approved this week at a joint working party on the future of local government. It was one of several proposals being considered.

In the form of a paper by Labour local government spokesman, Mr Jack Straw, and the chairman of the party's parliamentary environment committee, Mr Allan Roberts, it recommends abolishing the shire counties.

A single-tier structure would mean towns and cities would be responsible for local services like education. Most counties would be abolished as administrative entities, and in rural areas district councils would combine to create medium-sized authorities.

The scheme would also resurrect Labour's earlier proposals to give more powers to the so-called "big nine" districts, mainly former county boroughs which were merged into shires in 1974.

In each, control over education would be restored. They are: Bristol, Nottingham, Plymouth, Hull, Leicester, Stoke-on-Trent, Southampton, Portsmouth and Dover. A fourth possible candidate

is Norwich. Mr Gordon Cunningham, education officer of the Association of County Councils, said that although the proposals seemed to strengthen local education authority control, they might lead to more centralism in the long term.

"This could well make the problems of running an education service even worse than they are at the moment," Mr Cunningham said.

The ACC, which represents most education authorities in England and Wales, opposes centralism. In a consultancy document this year it charged against fundamental changes in the structure of local government.

## NEWS

TES reporters look at the continuing effects of the pay dispute

## Growing bandwagon for 'one union voice'

by James Meikle

More than 7,000 teachers have backed a staffroom campaign for their unions to speak with one voice on pay and conditions.

Teachers for a Common Policy, launched by four teachers at Nicholas Breakspear School, St Albans, is now circulating petitions in schools calling on union leaders to bury their differences.

In an advertisement to appear in next week's TES the group argues for a merger or a joint committee which would agree unanimously when possible, but would resolve differences on

pay and conditions through a vote of all members of unions involved.

The initiative was launched by Mr Norman Sofer and Mr Trevor Hones, of the National Association of Schoolmasters/Union of Women Teachers, Mr Keith Nichols of the National Union of Teachers and Ms Ann Libby of the Assistant Masters and Mistresses' Association.

It follows cooperation between union members at the school during the pay dispute.

An unofficial "ballot" on the issue through an advertisement in *The*

*Guardian* last month drew more than 7,000 votes in support and only about 40 against.

The NUT conference at Easter called on its executive to start merger talks with NAS/UWT, the other TUC-affiliated union.

Mr Sofer said it was a shame other organizations were not involved. "We have had a lot of letters from AMMA members and ballots back from Professional Association of Teachers people. I don't think the enthusiasm for unity is limited to TUC organizations."

### James Meikle on fresh problems in Liverpool

## Teachers uneasy as cash fears resurface

Teachers are becoming desperate to leave Liverpool's education service as the city council faces more weeks of uncertainty over its financial future. Mr Jim Ferguson, local executive member for the National Union of Teachers, fears the city could run out of money to pay salaries before the end of the autumn term.

Labour councillors have refused to accept cuts totalling £12 million despite being told the authority must save £27 million overall.

The £12 million worth of cuts presented to the education committee include:

- The loss of 200 teachers' jobs through natural wastage and early retirement;
- Cuts in staffing at further education colleges;
- Closure of nurseries;
- Cuts in staffing for children under five in primary schools;
- Caretaking and cleaning changes; and
- Closure of 17 school and college buildings.

Although these measures were not as drastic as some had forecast the Labour-controlled authority remains opposed to any cuts in jobs and services.

City council elections are being held next month and more than 20 members of the education committee are appealing against surcharges and disqualification from office for failing to set a rate in time last year.

"Some teachers believe the authority is keen to leave a budget 'time-bomb' ticking so it can blame others when disaster strikes," Mr Ferguson said. "At the moment, it is a phoney war. You are dealing with an employer who, sooner or later, may cease to exist. It is



University applicants put off by the activities of Militant Tendency on Liverpool City Council.

a funny position to be in."

He did not think the authority would repeat last year's mistake of issuing redundancy notices, when the NUT successfully claimed it was illegal to sack the entire teaching force.

But he warned of massive shortages as teachers in city schools rushed to move and vacancies were unfilled. "There is a massive credibility gap. Unless it is bridged quickly it will be too late."

Mr Ferguson stressed that the main answer to Liverpool's problems, including its housing crisis, was more government money but the council's methods of paying for new homes was taking cash away from other services.

The cuts suggested for September to next April would amount to £17.7 million savings in a full financial year. A monitoring sub-committee to look at spending has been set up—consisting of education chairman Mr Dominic Brady, his deputy Ms Felicity Dowling and Mr James Parry.

Council leader Mr John Hamilton made it clear this week that there was a possibility of some cash savings from school reorganizations that had educational benefits.

Meanwhile there was further evidence this week of the effects of the activities of Militant Tendency on the city council.

Liverpool University has said that would-be students are worried about coming to Merseyside, writes *Hilary Wilce*.

Applications, which have been rising at the rate of about 10 to 15 per cent since 1981, are down this year, sitting a little below the 2 per cent national average.

## Polys urged to take disruption into account

by Hilary Wilce

Polytechnics and colleges are being asked to take into account the effects of the teachers' dispute on examination results when assessing applicants.

The Council for National Academic Awards has warned them that because of disruption in schools, GCE and Scottish examination results may not be a fair reflection of ability.

Dr Edwin Kerr, the council's chief officer, has written to the 130 institutions which offer CNAAs degrees, saying: "As the effects of the disruption have been uneven in different parts of the country, the GCE or Scottish Certificate of Education gained by applicants are unlikely to be reliable as a guide to students' real potential for higher education unless they are seen in the context of detailed information about the effects of disruption on the individual candidate."

He points out that institutions can admit students without the minimum qualifications if they have evidence that students will come up to scratch on admission.

The CNAAs' move follows action taken by the Standing Conference on University Entrance and the Universities Central Council on Admissions earlier this year to allow heads to indicate how much exam students have suffered from the teachers' dispute.

Meanwhile, Roman Catholic bishops have attacked the teachers' pay and career structure as being "inadequate for the desirable status of the profession."

After a three-day conference they issued a statement warning that further local authority or government cuts in resources would run the risk of "grave damage to an already under-resourced enterprise."

The statement also criticized both sides in the dispute for "inflexibility". The Bishop of Leeds, the Right Reverend David Konstant, who headed a committee of bishops looking into education, disclosed that he had a private meeting with Sir Keith Joseph.

## Professional Association of Teachers

### WHAT EVERY TEACHER NEEDS TO KNOW

PAT is the most rapidly growing teachers' union in the United Kingdom. Its membership increased by 12,000 in 1985. Already in 1986, there has been a further increase in membership of several thousands.

PAT was responsible for the referral of the 1985/6 dispute on teachers' pay to ACAS and is committed to establishing professional conditions of service and professional levels of salary.

PAT has shown it is possible to advance teachers' interests without harming pupils' education.

PAT is not allied to any party political group and has parliamentary consultants and advisers in the Conservative, Labour and Alliance sectors.

If you wish to join PAT, all you need do is write to the following address (no stamp required):

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FREEPOST  
Department EW  
99 Friar Gate  
Derby DE1 9BR





## PLATFORM

## Beware of narcissism

As the enabling legislation for staff appraisal works its way through Parliament, so the rumour of schemes, doubts and negotiating positions on behalf of the recipients begins to mount. Undoubtedly, there is confusion; the danger perhaps is that, for all concerned, results may be less than satisfactory.

It would be a funny old profession indeed which was unable satisfactorily to appraise itself. To cause that, to occur – or rather, to move from the informal appraisals which have always been with us to the overtly formal – depends first of all on political will. The strengths of the sticks and carrots at the disposal of the Department of Education and the local authorities, and their manner of deployment, will be prime determinants. The current suspicion must be that provided something emerges to give political credit to the proponents of appraisal, that will be enough; thereafter, we can fudge and jump through low-level hoops which do not matter much apart from the wasted resources of time and effort.

On the presumption that the issue is serious, however, and the dubious likelihood of satisfactory arrangements being made with the teacher unions, we are left with the "hard end" propositions that appraisal can lead to management taking action on appraisal results for the disciplining, promotion, redeployment, and training or retraining of teachers. (Why appraisal is necessary in education for the execution of standard employer practices is unclear.) The "soft end" propositions focus on the development of people, counselling, guidance, self-group, and institutional review, within the muddy field of what is loosely termed staff development. (This is reflective of the caring nature of the teaching profession, although there are staff who see their employment entirely within the terms and conditions of their contracts.)

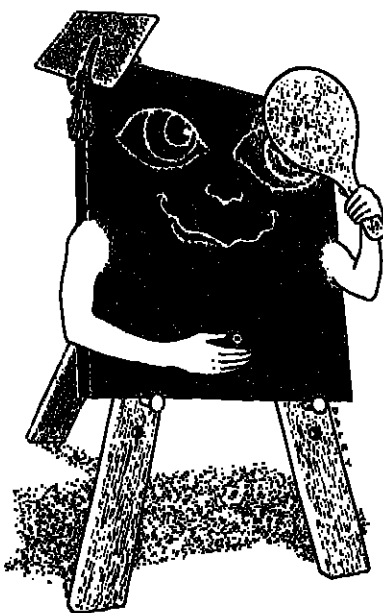
Neither, there is a speedy descent to technicalities from performance criteria devised from industry or other public services, and based upon job evaluations; to interviewing, the need for interpersonal skills, training for appraisers, questions of *quis custodiet*, and, however one looks at it, more

resource consumption as structures are bureaucratized.

On the one hand, there is the Department wielding what looks suspiciously like a putty mallet, and on the other a spreading appraisal industry of gelatinous tendencies. Even if the unions can exact extra or compensatory resources for the implementation of "hard end" appraisal or if the "soft end" proponents carry the day as the only alternative where neither sticks nor carrots are sufficiently substantial, the current picture is still rather dismal.

Evidence from the admittedly litigious USA suggests that "hard end" approaches will produce more grievance complaints and cases at law. Legal and quasi-legal proceedings in the USA deriving from staff appraisal commonly centre on: promotion, merit payments, tenure, the fairness of appraisal schemes and their operation, and the appropriateness of appraisal criteria. When UK employment and related law, despite the tradition of not taking much notice of it in education, allows for most punitive and remedial action deemed to be desirable from appraisal, it is doubtful whether appraisal is necessary as a coercive device. It can, however, be predicted to provide employment for lawyers, and further occupy the time of trade union officers and educational administrators.

As illustrated recently by Ron Shepherd, training manager of the Ford Motor Company (TES, November 1, 1985), industrial appraisal schemes at best become quickly outdated. While the Civil Service may be a special case – it is tempting to believe that staff prevents outsourcing – it is certainly my experience that many other public service appraisal systems are not always central to decisions on tenure or promotion, and indeed can confuse organizational issues. In any event, any job description becomes almost immediately dated; any single interviewing is likely to be open to the charges of bias – which is unfair to interviewer and interviewee alike; because of the professional dimension at least some staff are likely to be better qualified than their line managers and not amenable to the receipt of professional judgement based on inferior expertise; and train as one



Ian Waite argues that appraisal should be about accountability, rather than navel contemplation

might, not all custodians are going to be capable of acquiring appraisal interviewing skills – even supposing that this is desirable.

Appraisal must be set in a context. An obvious context is that of the whole institution, with the agreement of all staff, governors and the local authority on the goals and work of the institution. An appraisal system (including self-appraisal) is not too difficult to devise and operate where criteria, including performance indicators, can be set within the context of the business of the organization – provided that the organization is small. This context would be suitable for many primary schools, avoid needless bureaucracy and most of the pitfalls of appraisal, and provide a basis for organizational growth, including redeployment and, if we begin from the simple

proposition that educational institutions exist only to deliver a curriculum and to facilitate learning, performance indicators may be safely devised. Disputes are unlikely to arise where all staff have been involved in goal setting and the devising of appraisal criteria.

However, the larger the institution, the more complex the problems. For secondary schools, FE colleges, and even polytechnics, the institutional context will be too broad to provide sufficiently clear focus. The clientele will be disparate, and different parts of the organization will respond to different sections of a complex environment in different ways. It is therefore more helpful to think of departmental contexts within a broad institutional policy framework. Although appraisal criteria may be derived from departmental consideration of their work and function, while there would still be commonality between and across departments, it would be necessary to consider the weighting of performance indicators, and the selection of relevant indicators – with the staff concerned – for any individual. Teachers' duties are so varied that blanket lists of criteria are unlikely to be helpful. The DES may want individual appraisal. For that to have relevance, the suggestion here is that the setting in any organization of size should be departmental.

A further issue is that of appraisal-led insularity. The more the focus is internal, the more likely the further growth of navel contemplation and narcissism. The principles advocated here are those of external relevance, and peer review. The relevance is two-fold: in further and higher education, and parts of secondary education, the UK system is grounded firmly in external examination and review. Rather than graft on any new bureaucracy, appraisal should surely derive from existing practice. As a department can be seen to be functioning adequately from a consideration of its external record and requirement, and desired output – within context, from examination results to graduate employment to social relevance – so any teacher's performance is primarily relevant to the work of his or her main organizational unit(s). In turn, external professional perceptions are likely to be more neutral, more refreshing

and more acceptable than judgements internally generated and validated. If appraisal is about anything at all, it is about accountability. It is about increasing accountability in education – most recently Jarratt, the Audit Commission, changes in school governance – should be appearing to make appraisal an internal institutional matter.

If, as seems likely, appraisal is to take the political placebo form, it will be the schools alone which have to take action. FE can claim that via its development policies and procedures (made necessary by its staff recruitment patterns and refined later during the 1970s) that it need not be HE can point to CNAA review requirements and plead the complexity of its business. What is dangerous is that ill-digested nostrums of teacher education/staff development courses and lobbies, with overlay mechanistic approaches derived elsewhere, topped perhaps by self-appraisal, will combine to produce a waste and the loss of opportunity. It is more that such cumbersome systems, with its presumptions and demands for resource carrots, will be a further strain on the system and without financial rewards. The DES will tell FE and HE to find its finance from the savings recommended by the Audit Commission, and that schools can do theirs by I.e.a.s selling off surplus school buildings.

Perhaps the real issues of appraisal are accountability and the renewal of growth of the teaching profession in personnel development at a time of stagnation and contraction in leading to ossification and decay. The optimistic may see appraisal, trimmed of its obfuscations and duplications, as an engine for progress; the pessimistic, as irrelevant placebo whose cost will be borne by the staff through extra work. This article is intended to suggest that the direction in which appraisal appears to be heading is not appropriate and that too easy approaches are better abandoned.

Dr Ian Waite, teaches at North East London Polytechnic.

## No fear of guinea-pigs

The pattern of attendance has been inconsistent and the level of attendance has varied between 30 per cent and 80 per cent. We are hoping that all of those teachers who have so far been unable to attend a training course will now be trained during the two-day school closures at the end of the summer term to which the Secretary of State has recently agreed specifically for this purpose.

It is important to note, however, that the present round of training was intended to acquaint teachers with the general issues associated with GCSE and particularly those relating to course work. There are very many

teachers who will have already gained a deep understanding of the nature and purpose of course work, within public examinations, from teaching GCE O level and CSE courses, many of which contain this element. For these teachers GCSE will not represent totally new territory.

The most important training which is specific to the syllabuses will begin in September and it is at this time that the focus will be on the different styles of classroom practice which GCSE will require. Teachers are worried that there will be no textbooks to assist them in planning their lessons. In common with the other examining groups,

however, the Southern will be providing training materials which will be written to meet the specific needs of its syllabuses and the gap in the textbook provision may prove to be less serious than many fear.

The Southern group has met representatives of the schools library service and the Educational Publishers' Council and will be providing every possible assistance to enable them to produce a range of GCSE textbooks as soon as possible.

A further concern of parents in the significance of the new examinations when the first candidate's subject GCSE certificates in 1988. The Southern group is embarking on an active publicity campaign to ensure that employers have all the information they need about the nature and purpose of GCSE. Indeed, my colleagues and I stand ready to give all the help that we can to teachers, pupils and parents in order to ensure that the new examination system is implemented as smoothly as possible at the start of the autumn term.

Finally, and in view of recent anxieties about declining standards in education which have been expressed through the columns of the national press, I am anxious to stress that the purpose of the GCSE with its emphasis on positive achievement and the application of knowledge is to raise the level of achievement in young people's abilities.

The Southern Examining Group striving to ensure that this objective is achieved and I can give an assurance that the first cohort of pupils entering the new examinations in 1988 will not, under any circumstances, be treated as guinea pigs.

Mr Burke is organizing secretary of the Southern Examining Group.



Mr Burke is organizing secretary of the Southern Examining Group.

## PRIMARY

A major longitudinal study of junior school children in Inner London has just been published by the authority. Sarah Bayliss reports

How best can schools combat poor background?

Three out of 10 schools in the sample were found to be very effective in terms of the progress pupils made. One out of 10 was judged ineffective and the rest were good on a few counts only.

In an effective school, children had reading and maths scores 25 per cent higher than if they had attended an ineffective one. The pupils' behaviour rating showed a 20 per cent difference and their attitude to school was twice as good as that of children in the least effective schools.

In one extreme case, a school which scored full marks in non-cognitive areas, that is, behaviour, self-concept and so on had no positive effect on cognitive skills (for example, reading). But the best schools made a big positive difference to the academic development and behaviour of all the children. In the words of Dr Peter Mortimore, the research director: "Effective schools jack up the progress of everyone in them."

That fact that socially disadvantaged children can be so positively affected by schooling is, he says, "revolutionary – in American terms". In the United States, the tradition is much stronger of researchers and politicians striving to establish ways of combatting educational disadvantage.

The ILEA study confirmed a strong relationship between children's backgrounds and their educational results but it also established that schooling was a much stronger explanation of progress than pupils' sex, age, race and background.

"For each pupil, therefore, the school that he or she joins at age seven can have a highly significant impact upon future progress or development," it states.

Dr Mortimore said he believed the study painted a "reasonably bright picture" of junior-age education in the ILEA. It was particularly heartening to find good schools making such a difference – but it also illustrated the variation between schools.

For the ILEA, and other authorities, the research will have strong implications for educational policies. For example, there was strong evidence that summer-born children experienced greater difficulties in adjusting to junior school than older children in their class; they performed less well and were considered less able.

Girls did consistently better than boys in reading, writing and maths attainment and their rates of progress in maths were also slightly ahead of boys during the junior years.

Boys were much more likely to be seen as having behaviour difficulties.

Good communication within classrooms and within schools was seen to be vitally important and this was easier in the smaller schools.

ILEA leader, Mrs Frances Morrell, said the research would be used to identify primary schools that were not achieving appropriate standards.

"The authority will be able, through the inspectorate, to bring the task force into such schools and help them improve to the level of other schools," said Mrs Morrell. "This particular study provides a kind of educational slide rule which allows us to measure one school against another."

The study had defined the areas that made for effective schools and that knowledge meant the authority would be able to improve schools that fell below the average, she said.

5 A structured day

Children performed better when their school day was structured in some way. In effective schools, pupils' work was organized by the teacher who ensured that there was plenty for them to do yet allowed them some freedom

## Study spotlights why some primaries reach pupils that others cannot

School can have a far more significant effect on the development of junior-aged children than their race, sex or background, according to a study which followed the progress of 2,000 pupils in 50 randomly-selected primary schools.

The study, compiled by the Inner London Education Authority, documents almost four years of junior schooling between 1980 and 1984 and is the largest and most sophisticated work of its kind to be done in Britain to date. It has implications for every school in the country.

As well as providing a mass of detail about what actually goes on in junior classrooms – the full report will run to four volumes – the study is explicit about what makes one school more effective than another.

It states categorically that the school a child attends between the ages of 7 and 11 can make a substantial difference to his or her progress and development and that the effect of schooling is far more significant than the child's race, sex, age or background.

With a wealth of data behind it, the study recommends 12 ways (listed below) in which schools can try to improve themselves. These "measures of effectiveness" are within the control

of the head, the teachers – and presumably the school governors – and can be changed to help pupils perform better.

Among the most interesting are the key role which a deputy head plays in a successful school; the positive effect of power-sharing between the head and his or her staff; the value of record keeping; and the need for teachers to concentrate on one or two subject areas within a session if they are to communicate well with as many pupils as possible.

The researchers have also established some "given" characteristics in terms of size, status, environment and stability which make it easier for a junior school to be effective. These factors do not by themselves ensure pupil progress but they provide a supportive framework. In other words schools are at an initial advantage if, for example, they:

- cover the entire primary age range (JMI)
- have a junior roll under 160 children
- have classes with fewer than 24 pupils
- have voluntary aided status
- have a good physical environment
- experience minimal disruption in terms of staff turnover and building work
- have a headteacher who has been in

## 12 rungs in ladder to success

ability for a long list of tasks.

6 Intellectually challenging teaching  
Not surprisingly, pupil progress was greater where teachers were stimulating and enthusiastic. The incidence of "higher order" questions and statements was seen to be vital – that is where teachers frequently made children use powers of problem-solving.

7 A work-centred environment

This was characterized by high level of pupil industry, with children enjoying their work and being eager to start new tasks. The noise level was low, although this is not to say there was silence, and movement around the class was usually work-related and not excessive.

8 A limited focus within sessions

Children progressed when teachers devoted their energies to one particular subject area and sometimes two (three-quarters of the observations took place during single-subject lessons).

9 Pupil progress was marked when three or more subjects were running concurrently in a classroom.

10 Maximum communication between teachers and pupils

Children performed better the more communication they had with their teacher about the content of their work. Most teachers devoted most of their time to individuals so each child could expect only a small number of contacts a day (1.1 on average).

Teachers who used opportunities to talk to the whole class by, for example, reading a story or asking a question were more effective.

The beneficial effects of smaller classes may have been diminished by the fact that teachers tended to concentrate on individual teaching. A balance of class and individual contact was a more effective strategy.

11 Thorough record-keeping

The value of monitoring pupil progress was important in the head's role, but it was also an important aspect of teachers' planning and assessment. "Where teachers reported that they kept written records of pupils' progress, in addition to the ILEA's Primary Yearly Record, the effect on pupils was positive."

12 Parental involvement

Schools which also monitored parents' policy, while making of parents to get

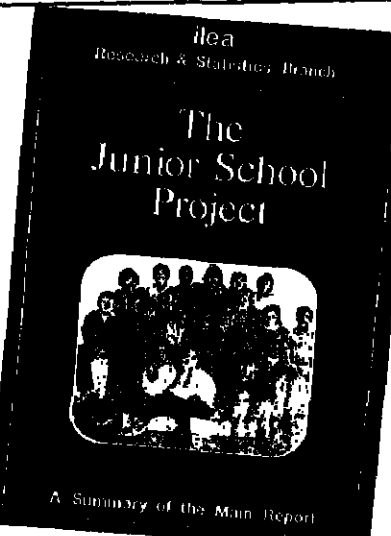
involved in reading at home, helping in the classroom and on educational visits, tended to be more effective.

12 A positive climate

"The Junior School Project provides a confirmation that an effective school has a positive ethos. Overall, the atmosphere was more pleasant in the

effective schools, for a variety of reasons."

There was less emphasis on punishment and criticism and more emphasis on rewarding pupils and praise which in general was very rich on the ground. Classroom management was seen to be firm but fair in the effective schools.



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## NEWS

Patten backs recruitment beyond denominations as rolls continue to fall

## Church schools urged to open up

by Bert Lodge

Church school heads have been urged by Mr Chris Patten, junior minister at the Department of Education and Science, to take advantage of falling rolls and admit more children from outside their denominations.

He reminded representatives of 600 secondaries at the annual meeting of the Conference of Catholic Secondary Schools at Newman College, Birmingham, last weekend that voluntary schools made it possible for parents to have their children educated within the maintained system according to their own religious beliefs and values.

He added: "They can also provide an alternative for others who, although uncommitted, value the voluntary ethos of an ethical and moral code in action which a denominational school can provide."

"I would particularly like to see the voluntary sector take the opportunity of falling rolls to open its doors wide in this way. They are immensely popular - a tribute to their special attributes."

Such official encouragement amid the current climate of insecurity caused by falling rolls is bound to generate resentment among county school governors who are already suspicious of some voluntary school admissions policies and the buoyancy of their rolls.

Afterwards, several Catholic heads said they did not interpret Mr Patten's words as an invitation to recruit non-Catholics at their schools. Mr Terry Walsh, the conference president and head of St John Fisher School, Dewsbury, was confident his governors would never allow an open-door policy.

He said: "Not only are we conscious

of our county colleagues, but we want to preserve our identity. Other heads pointed out, however, that in some dioceses there was already a policy of accepting up to 10 per cent or even 15 per cent of non-Catholic children."

Mr Patten, educated at a Catholic primary and St Benedict's, Ealing, a Catholic direct grant school, reaffirmed the Government's determination to introduce the GCSE next term. He outlined ways in which the shortages of certain subject teachers could be tackled, and reassured the conference that the minimum figure of 160 suggested for a sixth form in the White Paper *Better Schools* was not inmutabile.

Mr Walsh told Mr Patten that that figure was not helpful to voluntary schools: "Some local authorities quote that to us from your White Paper and then tell us we are not big enough; we are not viable."

Mr Patten replied that the figure did not represent a laid-down law: "We intend to send out a draft circular in the next few months which I hope will enable us to have a useful dialogue. I know of some of the anxieties which have been created."

Contrary to recent reports in the media, the Government did believe in partnership in education, Mr Patten emphasized. But as he had said earlier this month - at the annual conference of the Assistant Masters and Mistresses' Association - if the partnership was not working well there was a need to look at the reasons why.

Parents needed to be involved as partners. That was why the 1980 Act set up governing bodies which served

individual schools. "It is our belief that it is just as wrong to cut parents out of the school system as it is for them to cut themselves off and then blame everything that goes wrong on the school and on the system."

Mr Patten said the Government would like to see the wider powers enjoyed by governors of voluntary aided and special agreement schools accorded to others - one of the aims of the Education Bill.

"We wish to make the governing body the focus for that self-confidence and sense of purpose that are the hallmarks of a successful school."

The climate for introducing the new examination was far from ideal, Mr Patten conceded. But he believed postponement would lead to the very chaos its proponents wished to avoid. And he added: "When we laid down the timetable for the exam in 1984, prominent voices among the professional bodies were telling us to get on with it."

To criticism that the extra £20 million provided for books and equipment was hopelessly insufficient, he pointed out that statutorily the DES was only allowed to spend half of one per cent of the total budget on curriculum development. That came to about £53 million and from that they had found £20 million for the GCSE.

The Secondary Examinations Council had kept to its timetable, approving 190 syllabuses so far and increasing that figure to 250 by the end of this month. In any case, draft syllabuses had been in schools for several months and alterations to them had only been in methods of assessment. Training

materials had also been in schools for months.

Mr Patten said: "We have shown our commitment. Preparations made for the exam are literally unprecedented. I simply don't see we can crank it down this year and crank it up again."

"I didn't come to this view without taking the advice of such people as HMI." He hoped that developments in the Acas talks would help change the climate.

The problem of teacher supply could not be tackled radically, Mr Patten thought, until the basic pay and conditions of service were sorted out for the profession.

After that, there could be schemes for sharing graduates with industry, secondments between industry and teaching, and perhaps industrial consultancies for teachers in shortage subjects.

"One reason for the shortage of physics teachers is because not enough girls are encouraged in the subject. We do need breadth in the curriculum."

The conference unanimously passed a resolution proposed by Dr Gerald Mercer, head of Stonyhurst College, that the conference should make the strongest representations to the five GCSE examining groups about the contents of their biology syllabuses.

These "should not contain material which goes against or undermines Catholic and Christian moral teaching, such as the amoral presentation of abortion or birth control techniques as part of a compulsory section on human reproduction."



Price mechanisms... one factor in economic reality.

## Economics training 'not propaganda' - Sir Keith

by Hilary Wilce

A £1 million project to train teachers in basic economic awareness was launched this week by Sir Keith Joseph.

The training, which will be offered to at least one teacher per secondary school over the next 10 years, will cover supply and demand, opportunity costs, pricing mechanisms, how jobs are created and where public funds come from.

The teachers will then be encouraged to help their schools train children to become economically literate in all areas of the curriculum.

The project, which is mainly funded by business, was needed because simple economic realities had been lost, Sir Keith said.

"If one were to be a peasant one would be sharply aware of economic reality. If one were to serve a master directly one would be sharply aware of economic reality," he said. But in Britain, the chain between producer and consumer had been stretched so far that basic relationships had been lost.

Sir Keith emphasized that the scheme would not be a propaganda exercise, although he said capitalism was "the least bad way yet invented to reconcile the interests of a person as a producer with the interests of a person as a consumer and his or her dependants as a consumer, within conditions of freedom."

Mr Steve Rodkiss, leader of the project at Manchester University, said the project would help teachers and pupils "to make sense of statements

made by Keith Joseph and Margaret Thatcher and those made by Arthur Scargill and other members of the Trades Union Congress."

The project is supported by the Banking Information Service, Unilever, British Petroleum and the Department of Trade and Industry. At least £350,000 will come from the Department of Education and Science to cover the costs of recruitment.

The training will initially take place at Manchester and London universities. Four more centres are expected to join the scheme later.

Training will include a variety of short courses, a 30-day course and a one-year course and will be open to teachers from all subject areas.

Sir Keith Joseph also announced this week that he planned to ask the School Curriculum Development Committee to investigate how key elements of economic literacy could be introduced to secondary schools.

The SCDC was not being asked to develop a wide-ranging introduction to the subject of economics, Sir Keith said, but to look at "those basic elements of economic awareness which everyone needs."

Sir Keith's move is the outcome of a consultation exercise by the DES on whether, and how, economic awareness should be introduced to schools. A report was sent out to local authorities, teachers' organizations and other interested groups asking for their views last March.

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## Inspired leak

Is Welsh Nationalism about to find a willing voice on behalf of the NUT? Dafydd Elis Thomas, the Welsh MP for Meirionnydd Nam County, saying that on a wet Sunday and president of Plaid Cymru, is widely believed to be poised to examine talents in Parliament in defence of teachers.

Mr Thomas so impressed at a fringe meeting at last week's conference, that he is being tipped to become one of the union's select of Parliamentary commitments. He would certainly be the first Welsh Nationalist to be paid the NUT's modest retainer for such duties. Existing four consultants, Jack Dorland, Guy Barnett, Barry Martin Flannery, are all Labour, although in the past the NUT has included a Tory.

The NUT said this week it had approached him, not because he confirmed there is a reason for Thomas's move to be appointed. The NUT might be assured of value for money - a few years ago he was named as most prolific sales of questions in the House of Commons.

## Going up

Just as the roles of battle-hardened teachers and their employers began to die down, one of the protagonists in the secret war slipped away to quieter pastures. Steve Rouse, for seven years education secretary of the Local Authorities Association, has left for the altogether more gentlemanly world of the Cabinet of Vice Chancellors.

Rouse has been a key figure in the boy throughout the teachers' dispute. For the uninitiated, he stands for the Local Authority Conditions of Service Advisory Committee and it supplies the employers with research, information and tips. Its staff are the figures who slip the shadows behind more public faces like Mrs Nicky Harlow.

Instead of all-night bargaining meetings and theoretical disputes over Acas, Rouse will now be grappling with the intricacies of university pay claims. Perhaps he will not be so different after all. His first job will be to devise a salary structure for university lecturers.

## Awkward Times

Is NUT general secretary Fred Morrell's bet again? On the Party and TUC instructions, the office at Hamilton House is expected to provide him with press commentaries. The Times because of the Patten dispute. But as a future chairman of the TUC general council Fred needs to be well informed. A copy of The Times sent to him every day.

## Morrell challenges

The battle for the Inner London Education Authority may not be over on May 8. Word has it that Frances Morrell, the Labour Party leader, will face a challenge to authority if, as expected, Labour retains control in direct elections. Most likely to succeed, the campaign is Steve Bundred, the campaign finance chairman, and John Clegg. Forget the night of the long knives - this could be the day of the sharp equal opportunities point.

## Girl talk

And is the IEA being held by a and-sexist board? A line from Labour's IEA election manifesto says Labour recognizes that young women wish to return to education.

Acrony

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# THE EDUCATION BILL

## The Bill

- Ends the local authority majority on governing bodies and lays down a set formula for their composition, giving parents more seats;
- Defines the division of responsibilities for curriculum, discipline and hiring and firing staff between I.e.s., governors and head;
- Gives the Education Secretary power to require the regular appraisal of teachers;
- Sets up a new system of specific grants for in-service training.

**Biddy Passmore reports from a conference on the Education Bill organized by the Industrial Society in London this week**

## Ministers warned on non-teaching duties

A warning that teachers would refuse to be appraised on anything but their teaching was given by Mr Alan Evans, education officer of the National Union of Teachers.

The Government must drop the part of the Bill which enabled the Education Secretary to require the regular appraisal of "other activities", he said. The technical and methodological skills did not exist to appraise non-teaching duties in an objective way.

If ministers did not agree to abandon the sub-clause, the danger was that the teacher unions would refuse to have anything to do with appraisal.

Mr Evans welcomed Sir Keith Joseph's assurances that appraisal would not be linked to merit pay or dismissal. He added that it could not be linked to promotion either, unless I.e.s. were willing to give up their power over promotion. At most, there

## Curriculum clause 'unworkable'

The Bill's proposals on the curriculum and staff appointments were totally at variance with its plans for teacher appraisal, the conference was told.

Mr Duncan Graham, chief education officer of Suffolk, said the clauses sharing out responsibility for the curriculum were "simply unworkable". Unless they were sorted out, there would be no agreed curriculum on which appraisal could be based.

He was also worried about the clauses giving governors more responsibility for staff appointments because he feared that professional involvement would be lost.

A professional profile could not be produced for the bodies meant to make appointments under the Bill, he said.

Mr Graham, who has carried out a theoretical pilot study of appraisal,

suggested that it might take 12½ hours per teacher, with perhaps 10 classroom observations and "donors" of informal consultations.

He preferred a three-year cycle to appraisal, with more frequent appraisal dictated by such circumstances as a teacher's desire for promotion. To appraise teachers every year would be a very time-consuming and expensive exercise and could depress their performance.



Alan Evans: no links

could be an indirect link. He denied that the teacher unions had dragged their feet over the introduction of appraisal, blaming the Government for putting hardly any effort into persuading its partners of the case for it.

Mr Evans also issued a warning over the proposed changes in the funding of in-service training. Ministers must promise that not more than 15 per cent of the in-service budget would be funded through specific grants tied to Government priorities or the unions would not co-operate with it.

He condemned the Bill as a *dirigiste* measure "to the point of making centralism absolutely ridiculous". He regretted that the proposals on governing bodies were not for an "equal partnership" and that teachers were the only group not to be given increased representation.

The abolition of the advisory councils, also contained in the Bill, reflected "a certain paranoia", Mr Evans went on. A corpus of well-informed, independent advice, such as that provided by the Plowden and Newsom Committees, would be lost.

## Voluntary staff appraisal still preferred, says Sir Keith

The Government would still prefer to see teacher appraisal introduced voluntarily, Sir Keith Joseph, told the conference.

"There are some who say that the appraisal provisions in the Bill provide an unhelpful backcloth to the Acat talks," he said. "That is to ignore completely recent history and the painfully slow progress we have been able to make. But I do want to stress that what is intended is an enabling power."

The Education Secretary also repeated assurances on other fronts. "I understand the concern about the possibility that appraisal might be directly linked to pay, or be used in other ways to give instant rewards or penalties," he said. "That is quite definitely not the sort of arrangement I have in mind."

But he believed that the findings from appraisal would lead to better informed decisions by schools and local authorities.

For many years the unions themselves had seen the current promotion arrangements as defective because they relied on haphazard, informal and unsystematic appraisal, Sir Keith pointed out.

While the Education Secretary acknowledged, in reply to questions, that his own early emphasis on merit pay and incompetence had produced the unions' hostile reception of the idea,

he expressed his frustration that they were continuing to block his schemes.

It was "a neat combination" of the Government for "imposing" appraisal and for not spelling out how it would operate in practice, when the Government's offer to finance co-operative development work had been spurned.

He gave some idea of how he thought appraisal might work in practice. It should cover all teachers including heads - and, indeed, any body in the education service. He thought there should be "some sense of peer review and reciprocity" in the appraisal of heads and education officers.

Appraisal must address the essential elements of the teacher's job, Sir Keith said - "this or her skill in arousing and maintaining interest, in conveying understanding, in sustaining effort and application" - but it should also allow recognition to be given to the teacher's contribution to activities such as running clubs and societies.

He stood by his view that appraisal should include an element of direct classroom observation, although not always by the head.

On school government, the Education Secretary said he feared the current agreement which had greeted the Bill's proposals might be caused by an under-estimate of their significance.

## All steamed up with a sinking feeling

The Government was right to involve all partners in governing bodies but had not yet sorted out the distribution of functions properly. That seemed to be the consensus on the Education Bill among conference speakers.

They were specially worried about the plans for sharing out responsibility on the curriculum, fearing that the head would be cast as piggy in the middle, left to choose between a warring I.e.s. and governing body.

Sir Keith Joseph, replying to questions, did not dispel these fears. He stressed that heads and governors should work together, and added, somewhat lamely, that these matters were to be discussed by the Lords and Commons "and we shall see where we arrive".

Many speakers did welcome the move towards partnership on governing bodies - even if teachers had been rather left out. But there was general concern at the hostile climate in which the changes were being introduced.

Mr Bernard Barker, head of St. Edmund's School, Retford, launched a blistering attack on the Government's education policies.

He likened the education service to the Titanic, where the captain had announced his intention to retire at the end of the voyage and had said he was in favour of passenger power.

To raise the morale of the crew, he had announced that they would be assessed on their chance of surviving.



Bernard Barker: blistering attack

in cold water. The bonum, meanwhile, was darkly murmuring about a plan to sell off life-jackets in a market flotation.

"What is the point of talking about parent power when we haven't had a parents' meeting to talk about the performance of pupils in two years?" only the hulk of a father pathetic kind of populism and hyper-managementism," he said. "It is a time to prevent a Poundwick or rows between heads and I.e.s. But he did not think the Bill would do much harm because it would be ignored."

Dismissing school government as "a

way the ornamental part of the situation", he gave a robust defence of the head's role.

"Actually, heads control schools," he said. "Their power derives from the constitution but from their position as the spider in the web. Who has the agenda? Initiates the replacement of a member of staff and the particular discussions behind it? Decides the timetable?"

If there were money available, he begged for it to be spent on books rather than dinner ladies or teacher appraisal.

"There is no promotion anyway," he exclaimed. "There is nothing to hope for or be ambitious about."

Mr Barker's negative approach and dismissal of parents' role prompted sharp rebuffs from Mr John Stubbins, who chairs the Campaign for the Advancement of State Education.

She said: "If the providers of education feel as unhelpful as that about the role of outsiders, then perhaps the current state of education is deserved."

If the partnership proposed by the Taylor Committee (of which she was a member) in 1977 had been implemented, the appalling tide of centralism, the squeeze of excessive control, the worst excesses of centralism would have been stopped.

However, she said, the motivation of the Bill, if it did remove the central

Sir Keith Joseph elaborates on the Government scheme for centrally-funded "Crown" schools - proposals which came in for criticism at a conference organized by the Association for the Study of the Curriculum

## 'Crown' schools already exist - Stubbs

by Lindsey Darking

The Government's proposals for a core of inner city "schools of excellence" has been attacked by Mr Bill Stubbs, Education Officer for the Inner London Education Authority.

He told teachers and educationists at the Association for the Study of the Curriculum conference in London, that the Government could save the £50 million required by recognizing that such "Crown" schools already exist.

It is claimed that such centrally-controlled schools, by acting as models of superior teaching of the "national curriculum", would raise the standards

of education in the maintained sector as a whole.

Mr Stubbs said: "Out of the 24,000 or so schools in this country there are already some that provide an excellent education for their pupils, with high standards of teaching in a stimulating environment."

"If the Government were to recognise these schools as the centres of excellence that they are, then it would do a lot to raise the esteem of education in this country, and to end some of the turmoil and concern that now exists."

Mr Stubbs, who also criticized the

way in which the proposals were filtered through the parliamentary lobby rather than being brought forward in open government, said that any centre of excellence could only be deemed so for three years, since schools were "not static entities".

"At any given time a school is either getting better or getting worse," he said.

Referring to the Education Bill at present being considered by the House of Lords, Mr Stubbs said that a fundamental shift of emphasis was taking place, whereby headteachers

would have major responsibility for the curriculum in schools.

"Under the new Bill it will be up to the head to decide whether the school's curriculum is compatible with either the I.e.s.'s or the governing body's policy. Headteachers will be right in the forefront of decision-making, and the Government should recognize that they should be paid for such responsibility," he said.

Mr Stubbs expressed concern that, as a result of the teachers' industrial action and secondary school changes such as GCSE, discussion of the aims

of the curriculum and the effectiveness of teaching had been neglected.

"The debate has become bogged down in discussions about integrated versus subject teaching, and the content of education."

"The ideas that we teach to children in schools should be few and important. Curriculum development is not being conducted in an integrated way, and there is a risk of fragmentation and the distortion of priorities in the education of the nation's children."

Children should be given a solid core of learning on which to build, he said.

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# Labour plans to retain ILEA equality policy

by Mike Durham

Labour will fight the Inner London Education Authority elections on the basis of its past record and pledged to continue its policy of equal opportunities and pioneering curriculum development work.

A week after it was leaked - and attacked - by the SDP, Labour this week officially launched its manifesto for the direct elections with the help of party leader Mr Neil Kinnock, a former education spokesman.

Mr Kinnock's endorsement in the campaign was an indication of Labour's acceptance that education is becoming a major electoral issue, not only in London but nationally in the next general election.

The London Labour manifesto, called *Learning for Life*, promises action in seven areas across the service, intended to continue a drive to raise standards and promote equality.

Mr Kinnock, who said his own priority was for improving pre-school and primary education, said the Labour-controlled ILEA was "a fine example of what can be achieved" despite Government restrictions.

"Education has never been more important," he said. "Only the Government, with its record of crumbling schools, demoralized teachers and a shambles of educational reform, appear to be ignorant of that fact."

In its efforts to keep the support of London voters - especially parents - Labour claims a record of "solid achievements" and policies. It also takes the credit for staving off abolition of the ILEA, and thus having brought about the direct elections.

The manifesto promises to build on past successes, especially the Har- greaves report on secondary schools, the Fish report on special needs provision, and on primary education.

Mrs Frances Morrell, the authority's leader, said if it were elected Labour would continue to attack under-achievement, consult on 16-19 education, make the authority more accountable to parents, increase efficiency with more computers, and protect services from cuts in resources.

The manifesto promises an expansion of adult education in the capital as well as more resources for the youth and careers services, especially in the light of high unemployment.

On the thorny question of tertiary colleges - which has in the past caused a split within the Labour group - the party promises consultation in each of its 10 divisions.

Three divisions - Wandsworth, Tower Hamlets and Hackney - have opted for tertiary colleges. The manifesto says sixth-form consortia arrangements and tertiary education boards "cannot be permanent."

It makes it clear that the Labour-run ILEA's controversial anti-sexist, anti-racist and equal opportunities programmes will be bolstered with "a major drive" in schools and colleges.

Mr Morrell told a meeting of London parents that she "was forced to speculate" that the Government wanted the teachers pay dispute to continue. She urged parents in the All London Parents Action Group (ALPAG) to join a campaign to stop erosion of state education.



Election call: Alliance candidates for Holborn and St Pancras in the Inner London Education Authority elections, Liz Dunlop (with leaflets) and Paul Sample (with megaphone) are pictured during a weekend canvass of the Brunswick shopping centre in London.

Hilary Wilce reports from the Leeds conference of the Committee of Directors of Polytechnics

## Sir Keith angry at proposed poly cuts

## Discipline code on way

Polytechnics were assured this week they were unlikely to face the level of student cuts outlined in recent planning proposals.

The plans envisaged about 10,000 college and polytechnic places being cut in 1987, and specified course closures.

But Sir Keith Joseph, the Education Secretary, meeting polytechnic directors in Leeds this week made clear his anger with how the National Advisory Body, which advises on public sector higher education, had approached the planning exercise.

His proposals "were not Government decisions, nor reflections of Government policy", he insisted. He said after the meeting that he had urged the NAB to formulate a range of plans, based on different assumptions about future resources, but this had not been done. Sir Keith also condemned the policy of spreading "equal misery across courses", including the Government's priority areas of technology and engineering.

"I am quarrelling with the whole assumption of the Secretary's paper," he said.

Sir Keith praised the efficiency and vitality of the polytechnics. "The Government takes great pride in the num-

ber of students in the system. There is no reason to expect that we shall want to cut access to polytechnics."

He acknowledged that this implied both a better use of existing resources and extra money.

He told the directors that many places were under threat as a direct result of the size of last year's lecturers pay award.

The 7.25 per cent settlement had been made on the understanding that there would be an increase in college efficiency, but this had not been forthcoming.

Neither had the NAB allowed for any efficiency savings in its plans.

Meanwhile, the Council for National Academic Awards warned that economies would lead to the withdrawal of approval from large numbers of courses.

In a paper for discussion at yesterday's meeting of the board of the NAB, the CNAA said: "The council is convinced that there is little, if any, scope for further reductions in the resourcing of public sector institutions in England if the quality of courses validated by the CNAA is to be sustained at acceptable levels."

— THE S.

## Kerr quits

Dr Edwin Kerr resigned this week as chief officer of the Council for National Academic Awards. He said new blood was needed to see the council through forthcoming changes. Dr Kerr, 59, will leave in July, after 14 years in the post.

The future of the CNAA, which validates degrees and monitors standards in colleges and polytechnics, was under threat after the publication of the Lindsay report last year, but Sir Keith Joseph renewed its remit in March. But the Education Secretary decided that costs must be cut, and that it must concentrate less on controlling courses and more on the management of institutions and the delivery of degrees.

## Primary study

A new study of primary school mathematics teaching was announced this week. The £36,000 study will identify a range of attainment targets in mathematics for pupils of differing abilities up to the age of 11 and highlight appropriate assessment techniques that could be developed.

Bids for the study are being invited from the National Foundation for Educational Research and the universities of Exeter, London (King's College), Nottingham and Southampton.

## Free rein foreseen for radio taping

by Gillian Macdonald

Schools will be able to record all radio programmes and keep copies indefinitely if proposals in a long-awaited new White Paper on copyright for sound, video and printed material become law.

Under planned legislation, home users will be permitted to record all broadcasts and pre-recorded material, but not computer programs, in exchange for a 10 per cent levy on all audio cassettes over 35 minutes long.

Video tapes will not be subject to the levy "within the foreseeable future".

Instead, all home users will be allowed to record any material they want off-air without any extra payment.

But for educational purposes, a compulsory licensing scheme is to be introduced. This will permit "the recording of any video material transmitted by broadcast or cable" for playback and retention by educational establishments.

non-video material transmitted on television, but a later paragraph says: "Any programme not falling within a certified scheme will be regarded as freely licensed for recording in educational establishments."

The scheme is likely to become confusing as licensing "bodies" multiply. Those such as Guild Learning which are already in existence will have the opportunity to expand their operations. New ones will have to be certified by the Secretary of State.

Proposals on photocopying are highly restrictive. The educational user will only be allowed to copy up to one per cent of a work per quarter without authorization. In "some circumstances" (unspecified), copyright owners could lose the right to prevent educational copying of their works.

The White Paper, "Intellectual Property and Innovation" (Cmd 9719), published by HMSO, cost £1.50.

A recent BBC Television documentary *Standing Up for Joe* about conductive education followed the parents of a spastic child in their journey to Hungary for treatment. Since that broadcast, many parents have become interested. Howard Sharron reports on attempts to bring conductive education to Britain.

## Charity criticized about treatment

Revelations of a breakthrough in treating cerebral palsy children through conductive education are causing a crisis of confidence in the Spastics Society.

Angry parents, such as Mike Horsley, Neil Francis and Frank Clarke, whose children are now at Budapest's Peto Institute, are demanding to know why they were not told about the method for so long when the society knew of its existence 20 years ago.

Another question being asked is why the society failed to tell other charities that the method could be used in treating such conditions as spina bifida, Parkinson's disease and multiple sclerosis.

Parents also want to know why the society refused to help a project in Birmingham bringing conductive education to Britain.

Ester Cotton, a former consultant physiotherapist with the Spastics Society, first discovered conductive education in Hungary in the 1960s. It took her 10 years to establish a small unit using the method at Ingfield Manor School, Sussex.

But, she says, the unit lacked political support in the higher echelons of the society, as a result of which the unit was chronically underfunded, the staff were grossly undertrained and the system badly diluted.

The conductive method is controversial in combining the roles of teacher, speech therapist, physiotherapist and psychologist into one - that of the conductor. It also insists that children, if pushed hard, can be motivated to overcome debilitating received medical opinion in the West.

According to Rosemary Siddles, a former head of the Ingfield unit, its very unorthodoxy caused the society to limit its commitment to the method. She says: "The Spastics Society gave conductive education some support at first. But they were not prepared to confront the prejudices of the professions."

The worst of these, she adds, was that the children were being worked too hard and that the method was based on coercion.

During the 1970s research was carried out by the University of London's Institute of Education into Ingfield's attempts at conductive education. It found that the unit's regime had no measurable effect on children.

Instead of using the research as a spur to discover what had gone wrong at Ingfield, critics say the society allowed a difficult cause to wither.

Then 18 months ago the Birmingham Conductive Education Project began and immediately ran into difficulties. For example, attempts by Andrew Sutton, the project's head, to gain funds from the DHSS were not helped by an alternative proposal for Government money for conductive education put forward by the Spastics Society.

The Government seems to have viewed the two projects as competitors. In a letter last February to Mr Edmond Butler, Conservative MP for Wyre Forest, Mr Ray Whitney, Under



Ray Whitney, Under Secretary of State for Health.

Secretary of State for Health, said that Mr Sutton's application for a grant "had not been agreed".

But, Mr Whitney added: "Officials are at present considering an application for funding from the Spastics Society who are keen to study conductive education and they are liaising closely with the Department of Education and Science."

Unlike the Birmingham project, the money for the Spastics Society proposal would not be spent actually helping children but in "studying conductive education" - said to be practised in 25 schools and establishments in Britain, so as to see if the method could be adapted for use in this country.

Yet the society's education officer, former HMI Mr Freddie Green, has said publicly that conductive education is not practised properly anywhere in Britain. In addition, the Government has refused to name the 25 schools and establishments said to be using the method.

Some of those reputedly on the list deny they have anything to do with conductive education. Andrew Sutton claims the Government has been misinformed about conductive education and that this has damaged his campaign to bring the real system over from Hungary.

Mr Frank Dobson, Labour's health spokesman, says of the Government's sympathy for the Spastics Society's proposal: "To fund a project to see if another method should be funded seems to be an appalling waste of money - money which could be used to



Michael Horsley with his handicapped son Joseph, who was the subject of the BBC documentary *Standing Up for Joe*.

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# Parents denied bigger say in admissions

by Biddy Passmore

Most local education authorities have made no fundamental changes to their school admissions procedures despite the 1980 Education Act, a study of the Act's implementation concludes.

The Act, introduced by the Conservatives as part of their "parents' charter", was meant to give parents more say in choosing a school.

But a two-year research project by the National Foundation for Educational Research has concluded that the vast majority of authorities have simply carried on as before, with the new regulations being superimposed as best they could to avoid disrupting existing procedures.

Many are still discouraging parents from choosing an alternative to the school designated by the authority. The research, to be published later this year, was summarised by Ms Karen Maychell, research officer at the NFER, at a symposium organized by the foundation last June.

The study found that authorities operating catchment areas (83 per cent of rural areas and 47 per cent of urban areas) did not require parents to respond to their offer of a place unless they wished to express a preference for an alternative school, Ms Maychell said.

While many officials said this was to avoid superfluous paperwork, some admitted their main reason was to discourage parents from expressing preference for an alternative.

The way in which a preference had to be expressed showed a similar attitude. Some authorities sent the form to all parents; others offered to send a form on request; while a number required parents to send a written application, stating their reasons for the preference or chief education officer - a potentially serious hurdle for some parents, Ms Maychell said.

Parents living in authorities without catchment areas did not necessarily feel better off. Other factors often limited the options open to them.

Most authorities, for instance, would only pay for transport to the nearest school. Limits on planned intakes and other admissions criteria, such as priority for siblings, were other constraints.

Authorities did not always publish all the legally required information about their schools and admissions procedures, the study found.

There was great variation in the detail in which the authority's admissions criteria were described. One authority admitted that it kept its criteria deliberately vague so that parents could not engineer the system. And some booklets confused the authority's internal appeals procedure and the statutory appeals system.

Parents living in London boroughs were often told quite definitively that admission to schools in neighbouring boroughs would only be possible after places had been found for all the pupils resident within those boroughs - a statement which appears to contradict the spirit of the 1980 Act.

The booklets also varied greatly in the attitude they conveyed about parental choice, some appearing to regard parental preference only as an unfortunate necessity.

This and other papers presented to the symposium are contained in *The Balancing Act of 1980: parents' choice and education*, edited by Andy Stillman, available from Editorial Services, NFER, The Mere, Upton Park, Slough, Berkshire SL1 2DQ, price £2.50 including postage.

## Research cuts condemned

The Government's plans to cut higher education research funds and erode access to degree courses have been criticised by the second largest teachers' union.

In its response to the Green Paper, the National Association of Schoolmasters/Union of Women Teachers says that attempts to produce more science and engineering graduates will come to nothing unless more graduates in these subjects are encouraged to take up teaching.

Mr Fred Smithies, the general secretary, said: "The Secretary of State must examine the root of the problem. There is already an acute shortage of science and mathematics teachers in schools, and because well-qualified graduates in these subjects are attracted elsewhere by better salaries and career prospects the shortage can only grow."

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Sue Capon, a student at the West Sussex Institute of Higher Education, is pictured with Ed Silance, deputy head at the Jenaplan school, Boschpoort, Maastricht, Holland, teaching numerals in English to a six-year-old Dutch child. Two groups of students, from West Sussex and Sheffield City Polytechnic, recently spent a week in Dutch schools as part of an exchange arrangement between the two institutions in anticipation of English soon becoming a compulsory subject in Dutch primary schools.

Hilary Wilce on resignations at development education centre

## Row over cuts at agency

A major row has erupted within the leading development education agency.

The majority of educationists on the management council of the Centre for World Development Education have resigned in protest over controversial budget cuts.

They include Mr Michael Storm, staff inspector for geography with the Inner London Education Authority, who was a vice-chairman.

Another council member who resigned, Mrs Jean Walker, the deputy director of the London Diocesan Board of Education, said this week that the cuts virtually eliminated all the centre's formal education work.

"There is no way we can be associated with an organization which is no longer doing the very thing it was set up to do," she said.

The centre has education and resources agency devoted to development issues. It receives £100,000 a year from the Overseas Development Agency and raises further funds from donations and through commercial activities, but has always been financially stretched.

Last autumn it had to find £70,000 to meet building repairs on its central London premises. The money was donated by ODA and the five big aid agencies on condition that the centre put itself on a tighter financial footing.

Savings were made by moving to new premises at Regents Park, but a further £45,000 had to be trimmed from the annual budget.

It also decided that evidence given by Mr Donald MacLean, senior education officer with the Ayr divisional office of the Strathclyde education service, was "hesitant and unimpressive" and his explanation for the failure of women to reach the post of principal teacher for physical education was most unconvincing.

Mrs Miller had applied for seven promoted posts, and been shortlisted for all but the job at Grange Academy. Her qualifications included additional ones in swimming, volleyball, and netball, and experience in making educational films and in taking part in national curriculum development as a member of the Scottish Central Committee on Physical Education.

In her evidence, Mrs Miller said her headmistress, Mr Frank Donnelly, had been patronizing to her when she went to get the form to apply for the promotion, questioning her about whether she was eligible to apply.

Mrs Miller found out that Mr Donnelly had written confidential reports on all three members of his staff who had applied for the promoted post, "rating the two women applicants as 'suitable' and the man applicant as 'unsuitable'."

Mr Donnelly said that although he

This has been done by reducing the full-time staff of 11 by three, and by deciding to launch projects only when the money is in hand to run them.

But the protesting council members say the redundancies - of Mr Roger Bennett, the resources officer, Ms Nancy Eysen, the education editor, and Ms Hilary Strudwick, the in-service education coordinator - mean that the centre's service to schools and teachers will be reduced to almost nothing.

Mrs Walker said dissenting council members had put together an alternative package of cuts which would have closed the centre's newsletter, *Action for Development*, and made across-the-board salary cuts, to bring salaries in line with civil service rates and more akin to charity workers' pay levels.

"It was put to council but it wasn't given a proper discussion," she said. "There has been a consistent refusal on the part of the non-educationists to listen to us."

The 16-strong council includes representatives from Parliament, business, the media and education. Four members have resigned. In addition to Mr Storm and Mrs Walker, they are Ms Sarah Shah, a teacher educator, and Mr Eric Deakin, Labour MP for Walthamstow. A further resignation is thought likely when another council member returns from abroad.

Two staff members, Mr Gordon Rudlin, the finance officer, and Mr Dick Meakins, the education officer, have also resigned.

The resignations leave two educationists on the council, Mr Grahame Scotney, a retired head, and Dr Thomas Fitzpatrick, a retired teacher-educator.

The director of the centre, Mr Derek Walker, denied that he would seriously harm the organization's work in the formal education sphere.

In terms of person hours, the reduction was only the equivalent of one lost full-timer, he said. The amount of staffing, and writing work, would be done by individuals on a short-term basis rather than an in-house writer.

If project funding was available the centre would continue to do the same amount of in-service training work. "We may have to drop a few things, but we are hoping there will be a major diminution in our activities," he said.

The CWDE is the only organization in England funded by the ODA. A major programme of development education funding, started by a Labour government, was cancelled by the Conservatives in 1979. The CWDE, and another project in Scotland, are the last vestiges of Government support in this area.

The centre's grant runs out in 1982 and the Minister for Overseas Development, Mr Timothy Raiton, has announced he will review development education funding. The centre's dissenting councilors are planning to write to him as part of this review.

## £2,600 discrimination award

When a woman physical education teacher told her headmaster that she was applying for a promoted post at another school, he informed her that "if it is a man leaving the post, it will need to be a man to replace him."

Now an industrial tribunal has awarded her £2,600 compensation for sexual discrimination. It was the tribunal panel's unanimous decision that Mrs Joan Miller, a deputy department head at Kilmarnock Academy, Ayrshire had been discriminated against in not being shortlisted for a departmental headship at another school.

The award comprised £1,600 for injury to her feelings and £1,000 for loss of earnings from not getting the promoted post.

Such an award is unusual since it is rare for a tribunal panel to be convinced that an applicant failed to get a job simply and solely because of sexual discrimination. But in this case the tribunal heard that Mrs Miller's qualifications were better than any of the other candidates for the post, at Grange Academy, Kilmarnock.

In addition, it noted that sexual discriminatory remarks had been made by Mrs Miller's headmaster and also by the head of physical education at her school.

It also decided that evidence given by Mr Donald MacLean, senior education officer with the Ayr divisional office of the Strathclyde education service, was "hesitant and unimpressive" and his explanation for the failure of women to reach the post of principal teacher for physical education was most unconvincing.

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Mrs Miller found out that Mr Donnelly had written confidential reports on all three members of his staff who had applied for the promoted post, "rating the two women applicants as 'suitable' and the man applicant as 'unsuitable'."

Mr Donnelly said that although he

had marked Mrs Miller as "good" and the man applicant as "excellent" on things such as time-keeping and attendance, there was actually no difference between the two. However, he said he thought Mrs Miller was not a dynamic leader. Much of his report was based on information from the head of PE, he said.

The divisional PE adviser, Mr John Renny, told the tribunal that he had asked Mr MacLean to ask Mrs Miller's name to the shortlist. Mr MacLean agreed, but later told Mr Renny he had decided against the applicant.

Mr MacLean told the tribunal that Mrs Miller lacked assertiveness. When asked to explain why there were no women PE department heads in Ayr, Mr MacLean said that few women were interested in the job.

The tribunal decided that the only reason Mrs Miller had not been shortlisted for the Grange Academy post was that this was the first time she had applied for the job.

Mr MacLean felt that if he allowed Mrs Miller to be interviewed, it would be inevitable that she would be appointed.

# Private schools confront boys' hidden emotions

by Geraldine Hackett

Private schools are used to being told that their stiff upper lip tradition produces pupils who don't know how to relate to the opposite sex.

Now, it seems, fears are growing in famous and expensive boarding schools that the nurturing side of boys is being neglected and that schools may be perpetuating sexual stereotypes.

Whether attitudes towards personal relationships should be shaped by the curriculum or by the school ethos was the subject of debate at a recent conference. Heads and teachers, mainly from the private sector, attended the two-day meeting in Peterborough, organized by the Marriage Research Centre and Oundle School.

Another matter of concern for schools was how to deal with problems that were rooted in pupils' home backgrounds. The increased rate of divorce was a specific cause.

As one teacher explained: "You think a boy has a problem and then you meet his parents and you know why." Mr Andrew Nunn had interviewed 50 boys at Oundle School as part of a project for the Marriage Research Centre, on the attitude of senior boarders.

On the whole, he found boys ambivalent about divorce. These with divorced parents saw divorce as an unfortunate, but acceptable, fact of life.

The sixth-formers had a fairly "cool and shippers" view of traditional roles in marriage, though most thought it possible for boys to have "motherly" qualities.

Most boys thought parents were the best people to provide sex knowledge, even though most had had all their sex education at school.

Mr Nunn said the boys he interviewed were not spontaneous about emotional issues, and in fact were reluctant to discuss them.

In his after-dinner speech, Mr Christopher Everett, head of Tonbridge School and this year's chairman of the Headmasters' Conference, said he worried about whether HMC schools were providing a kind of society which assumed that men work and women support them.

"Four meals arrive each day for our pupils without them having to think about where they came from."

"At my school, their suppers are served by girls from the town taking exactly the same A levels as they are taking," he said.

"Our boarders can go for weeks without washing down an ordinary pavement. There is a potential insidious effect which comes from a lack of involvement with the mundane parts of life. Sometimes this can lead to a feeling of superiority and in others a sense of meaninglessness," he said.

From time to time, schools should consider whether they are giving pupils a too narrow view of life. Schools may have become too goal-orientated and could be putting too much pressure on pupils to produce good exam results. Mr Everett said he detected a movement towards coeducational schools, but that movement was "glacial".

## How City salaries lure bright students away from science

by Leo Knowles

Stories of big salaries in the City were luring sixth-formers away from science and engineering towards finance, marketing and accountancy, Professor John Ashworth, vice-chancellor of Salford University, told a conference last week.

Speaking to the British Institute of Management conference, he said it was now much harder to get bright youngsters to do maths and physics A levels with a view to reading science or engineering at university. Maths A level candidates have fallen by 16 per cent and physics candidates by 11 per cent. At universities, the number of students for science and engineering has fallen by 15 per cent and accountancy entrants by 19 per cent.

The director of the Department of Trade and Industry's north west regional office, Dr John Thynne, called for stronger links between industry and schools, and in particular an increase in the "shadowing" system whereby a sixth-former followed an executive around for a week to observe what went on.

Dr Thynne said that he hoped women executives, especially, would welcome girl shadowers and he quoted the research of one Bolton schoolgirl: "I never knew that industry could be so much fun."

# Legal expert warns of children's extended rights

by Lindsey Darking

Teachers may be breaking the law if they use physical force to restrain or punish pupils, says a leading authority on children's legal rights.

Mr Stephen Sedley, QC, says that following the successful DHSS appeal in the Lords in the Gillick case, on the grounds that parents have no absolute right to the physical control of their children up to age 16, common law principles have been changed to the point where the child's welfare takes precedence, and it is the duty of parents to protect this welfare.

Parents will no longer have rights over their children, and will only have powers of punishment to the extent that such punishment is necessary for the child's welfare. The authority of teachers, according to Mr Sedley, is akin to that of parents with regard to the law.

These wider implications of the case, which concerned Mrs Victoria Gillick's fight to prevent contraceptive advice or treatment being given to under-age young people without their parents' permission, may be underestimated, according to Mr Sedley.

The recent Lords' ruling in favour of the DHSS was a reversal of an earlier decision by three Appeal judges last year to uphold Lord Gillick's proposal.

Another implication of the ruling, Mr Sedley says, is that parental powers and duties will shrink as the child grows older, and thus there will come a time in the child's development (depending on the child) where the parents' powers will extend only to giving advice.

"There will come a stage at which it is no longer lawful for a child's parents to use physical force to punish or restrain the child," Mr Sedley says. "When that stage is reached neither the parent nor the guardian nor the teacher will have a defence to a civil or criminal charge of assault or false imprisonment."

The concept of "reasonableness" in physical restraint, and the conservative nature of the courts, will tend to modify radical interpretations of the law, says Mr Sedley, but the Gillick case will at least compel courts to consider the use of physical punishment on children by a wider range of criteria.

## Alarm at 'smuggled' selection

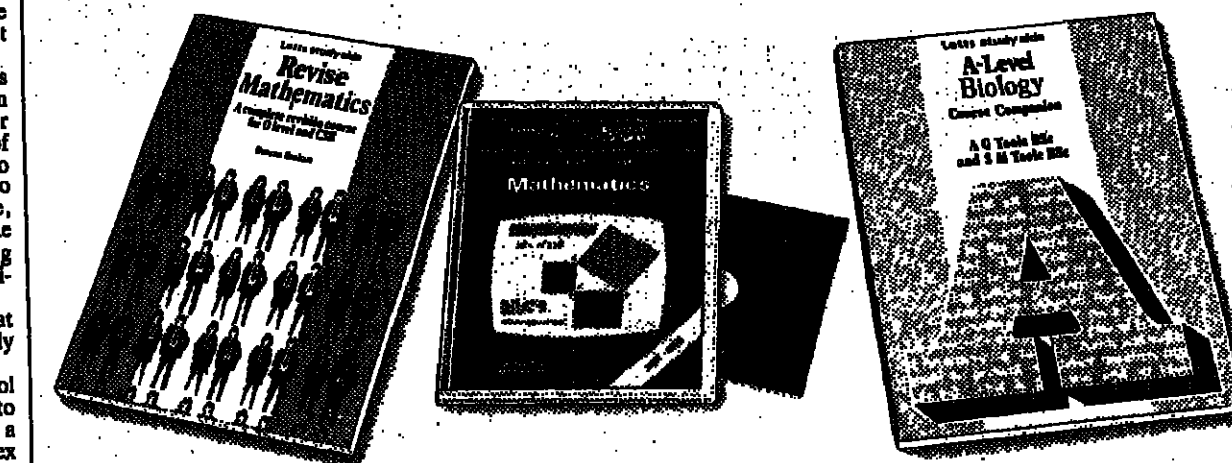
Teachers have been urged to enter a struggle over the curriculum to stop selection being "smuggled" into comprehensive schools.

The mass of ordinary children would be diverted from general education into vocational training and pre-vocational education through the Interventionist plans of Sir Keith Joseph, says a

discussion pamphlet written by Mr Sam Fisher, a former chairman of the National Union of Teachers' education committee.

He calls for a curriculum in which subjects "cease to be arbitrary categories of facts and skills", but cover recognizable areas of human activity and have pressing obvious purpose.

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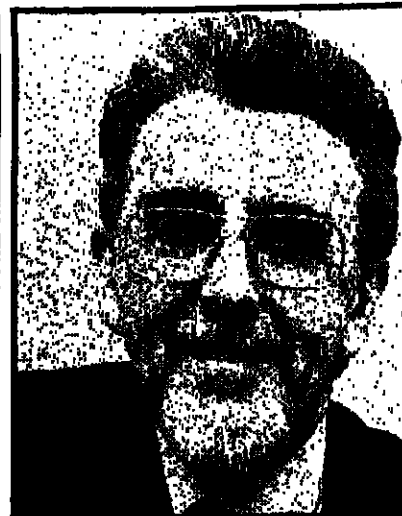




## NEWS



Royal  
Academy  
of  
Music



Above: Sir David Lumsden Right: Tommy Steele rehearsing with students of the Royal Academy



Philippa Davidson on the proposed 'centre of excellence' that is causing discord in the world of music

## No applause for going solo

The Royal Academy of Music's £4.5 million appeal to fund a "centre of excellence" to train 150 top international soloists is continuing to draw criticism from the other leading music colleges.

What has angered the colleges is the implication that they all need to raise their standards, when, as one put it: "We already consider ourselves centres of excellence."

The impetus for reform is Sir Keith Joseph's statement that "the provision made by our music colleges does not fully match the needs of those with ability."

But the allegation that all our best players prefer to study abroad and that foreign students avoid British music colleges would appear to be mere cocktail party gossip. The Guildhall School of Music and Drama alone has 80 students from 26 countries and many of them are international prize-winners at diploma and post diploma level.

In the past four years Guildhall students have won prizes in all the major competitions, including the prestigious Carl Flesch award for string players. They also occupy 16 places in the European Community Youth Orchestra.

Sir Charles Groves, arguing against the centre of excellence proposal in a recent letter to *The Times*, questioned the value of producing more and more "elusive and unpredictable world-class soloists."

According to John Hoesier, principal of the Guildhall, Britain has only produced two internationally acclaimed string players this century: Jacqueline du Pré (cello) and William Primrose (viola). "Where we excel is in the education of the first-class orchestral players. Who wants yet another virtuoso exponent of the Mendelssohn violin concerto?"

Sir David Lumsden, principal of the Academy, insists, however, that it is not only interested in high-fliers. "All our students are treated equally, we are an educational institution, not just a training ground for performers." Nevertheless the only way that better facilities and more intensive teaching can be provided is by cutting places from over 600 to 480 during the next five years. The other colleges will not absorb the rejects, if that means increasing their own numbers.

Although it is accepted that all are over-subscribed, especially with wind players, if the others were to make similar cuts one music college at least might put its grant in danger.

One of the Academy's most controversial decisions is the proposal to appoint international performer-teachers to its staff. Anne Sophie Mutter, who is to take the chair of violin studies, is near in age to her students and it is feared her career as

an international soloist will be in direct conflict with her teaching commitments.

Sir David maintains that all the new appointments, which include William Hennessy for flute and Hans Werner Henze for composition, have been chosen for their dedication to the training of young people. There has been a rush of 80 applicants for the flute course since the announcement of William Bennett's appointment.

The Secretary of State has two other proposals besides the Academy's for consideration. The Royal College of Music, which like the Academy is centrally funded, is said to have submitted its own scheme involving a reduction in numbers. The other colleges have put forward a joint plan for state scholarships to be awarded to candidates from all the colleges who demonstrate special abilities at their auditions. But Sir David says joint action is impossible since when all the colleges receive their funding from different sources. The Academy's unilateral proposal has at least forced the Secretary of State to project "a super academy" for 200 gifted soloists.

If Britain is failing its most able musicians the problem needs to be tackled before they reach the music colleges. Have specialist schools - Wells Cathedral, Chetham's, and Moulton - perhaps gone too far in the direction of a broad musical education at the expense of the more rigorous discipline to which gifted players are subjected in the Far East and Eastern Europe?

Sir David intends to involve music advisers in the Academy's future plans. "Why should we be debating what we know we do traditional things and now we just need time to catch up and do the job properly?"



A scene from the Academy's production of Rameau's Les Boréades

## Taking stock of the enemy within...

A reminder that an education system inspired by the Protestant work ethic was beginning to look "a bit tattered at the edges", opened the conference.

Mr Keith Evans, the chief education officer of Cwyl, then warned against self-satisfaction, with the story of the scout in the American Civil War who returned from a reconnaissance behind enemy lines and reported: "I've seen the enemy, and it's us."

The theme of the conference was "Taking stock" and this was ensured by a firm suggestion to the conference, and to myself as main speaker, to examine critically the basic principles of community education as handed down from the CEA.

I suggested three more - examining the relationship between community education and politics, the arts, and professionalism.

At the end some members of the audience admitted to concern over the association's membership which had



Harry Rée (left) reflects on the Community Education Association's annual conference, held recently at the Cartrefle College, Wrexham, in Cwyl

The community curriculum group attracted so many members that they split into three sections. One produced a useful paper showing the shift between the traditional and the community curriculum, how the moves could be made and what the final result would look like.

Two successful meetings took up the last morning. First the regional section of CEA suddenly put on flesh and muscle, when each regional organisation was urged to make contact with training institutions in their regions,

and to organize meetings with employers, councillors and the many voluntary organizations which were beginning to see community education as relevant to their concerns.

It was reported that in some regions flexitime had been built into teachers' contracts, which had helped mitigate some of the admittedly and effects of teachers' action. Regional reps could negotiate similar policies.

The AGM which followed was ably assisted by a number of speakers and fully steered past looming rocks and icebergs. Spirits rose at the prospect of charitable status for the association (with its attendant financial advantages) and at the news that a coalition of BP, Shell, ICI, British Telecom and the Banking Services Institute had agreed to finance for three years the expenses of a CEA secretariat.

A fuller conference report will appear in *Network* available from CEA, Briton Road, Coventry.

## NEWS

Sir Ronald Gould, former general secretary of the National Union of Teachers, died at the weekend at the age of 81 after a short illness. His successor at the NUT, Sir Edward Britton, pays tribute to him

## A negotiator from strength

My first memory of Ronnie Gould was the 1939 Llandudno conference at which he was already an established NUT executive member and I was an obscure secretary of a small local association. It was an ill-behaved conference with a president who was quite unable to control it. I still remember Ronnie as almost the only executive speaker who was able to get a hearing, not by tub thumping rhetoric but by reasoned argument.

There were no more conferences until 1942 and by then no one was surprised that Ronald Gould was chosen to be the following year's president. He was the right man at the right time. His outstanding ability was as a negotiator.

Confrontational politics were not in tune although he could be firm when it was needed. His forte was the ability to sum up a situation, to assess the maximum benefit that could be obtained from it, and then to move towards a compromise that would achieve that benefit.

He became president of the union when the negotiations that preceded the 1944 Education Act were at their height and in this role he did much through his special gifts to ensure that the Act, which was essentially a compromise, gave as much to the teaching profession as it did.

When Sir Frederick Mander retired from the general secretaryship in 1947 Ronald Gould was the obvious successor. Those were the euphoric days of post-1944 optimism. The partnership in education between central government, local government and the teachers was a reality. The basic aim of



Sir Ronald Gould

all three was the same - the betterment of the education service.

In these circumstances Ronnie's flair for negotiation to a consensus agreement was exactly what was needed. His gifts made him highly acceptable to local authorities, central government and teachers alike. It was no accident that his knighthood came relatively early in his career as general secretary.

His style was very different from Mander's. Mander came to the top of the union through the confrontation of the Lowestoft strike. He dominated his executive because he could dominate a conference. Ronnie also dominated his executive, especially in those early days, but he did so through his ability to see further into a situation than anyone else and through his ability to argue his point of view

logically and coherently.

The general secretary's report was the highlight of the executive meeting and many an executive member gained a precarious reputation for wisdom by expanding in his own locality upon the notes he had made in Hamilton House at 11 o'clock the previous Saturday morning.

Ronnie's misfortune was that times change. Throughout the later fifties and sixties consensus in education gave way to confrontation, which did not suit his special gifts so well. He took a dreadful knock when, on a TV programme, he was confronted by a hand-picked group of teachers who would not let him get a word in.

The change to confrontation was slow at first but the institution of the block grant in 1956, which Ronnie, and to his credit, Sir William Alexander did their best to oppose, made it inevitable. That change, together with the modern development of the rate support grant, shifted power in central government from the DES to the Treasury and from the education committee in the localities to the finance committees. And neither Treasury nor finance committees have the same interest in teachers and children as do ministers of education or members of education committees.

From 1956 the confrontation was there but it came to the surface in Sir Ronald's last year as general secretary when, in the winter of 1969-70 the teachers went on strike for the right to an annual negotiation of their salaries. In these circumstances Ronnie felt out of his depth.

To some extent in his later years as

general secretary he tended to get more of his personal satisfactions from his position in the World Confederation of Organizations of the Teaching Profession (WCOTP).

Few people even among those intimately connected with education appreciate the reality of this organization. It has been dubbed "wickettop" and written off as a marginal activity. But it is marginal only in the sense that all dreams of a future ideal are marginal.

Some of us believe in the ideal that there can be a world-wide organization that can speak for the teachers of the world. That is what WCOTP is, and more than any other one person, Ronnie was its creator. He became its first president in 1954 and remained so until his death in 1970. It was the year in which he ceased to lead the early years of its existence.

When his friends saw him this year at the Blackpool conference, we all realized that he was very ill. Yet, at the traditional reception for ex-presidents, when he, as senior ex-president, made the traditional speech of thanks he showed all the old skill. The pleasant little joke to begin with, the well-turned phrase, and the shrewd and thoughtful bit of wisdom at the end were still there, and we were pleased to hear him. It made us hope he was not as ill as he looked.

All of us, in our different ways, owed him a great deal. I owe him more than I can say for the many years of his help and his encouragement. I know of no one of whom I would more readily say, we shall not look upon his like again.

## Better deal on way for disabled

by Geraldine Hackett

After-school care of disabled children is likely to improve with the passing of the Private Member's Bill on services for the disabled.

The Bill has now had its Third Reading, and although there may be amendments in the Lords, most of the provisions are expected to become law.

It requires local education authorities to notify social services departments of the children in schools that have statements as required by the 1981 Education Act.

Social services departments will have to carry out an assessment to determine whether such children come within the legal definition of handicapped.

The second requirement is that schools again notify the social services department nine months before a disabled child is due to leave full-time education. The social services department is required to make an assessment of the needs of such children within six months.

The Government withdrew its opposition to the Bill after a series of amendments was agreed with the Bill's sponsor, Labour MP Mr Tom Clarke.

The aim of the Bill, the Disabled Persons (Services, Consultation and Representation) Bill, is to improve co-ordination between education and social services departments when children leave special education and to provide the disabled with the legal right to ask social services departments to assess their needs.

Stuart Maclure reports from a conference on school quality

## Self-improvement... and how to get it

What can Europe and America learn, jointly, about ways of improving the quality of schools and schooling?

This was the topic which brought together 150 teachers, advisers and administrators at Nene College, Northampton, last week at an international conference organized by Michael Henley, the Northamptonshire director of education, in association with the Centre for Educational Research and Innovation at OECD in Paris.

It was called to disseminate the work of the International School Improvement Project (ISIP), a CERI enterprise in which a number of European countries, notably the Netherlands, the Scandinavian countries, Britain and Italy, have played an active part.

Among the different sections of the programme there were major projects on "school-based review", the process of self-examination and assessment which have been developed in countries such as Oxfordshire, to provide a framework for in-service training and curriculum reform. Some of the countries reported much more highly structured schemes than those in the pioneering stage in Britain and Northampton; the Netherlands, for example, has taken some of these schemes very seriously, along with others for increasing the support services available to the schools.

Another part of the project where there has been considerable British contribution is in the training of heads and what ISIP calls "school leaders". Ray Bolam, from the National Development Centre for School Management Training at Bristol, was one of those who presented a paper, and among the case studies provided to stimulate group discussion there were some interesting examples of success and failure in the "management of innovation" - meaning the head's task in turning a school round.

The most interesting part of the conference took place in the dozen or more discussion groups, looking at the case studies and debating the main presentations. The group I attended had the benefit of contributions from two admirably down-to-earth comprehensive school heads, each of whom had seen more innovations than hot dinners. Running through the conference, at several different levels, there was a remarkably wide agreement that GCSE in the present climate was heading for disaster.

In due course, a full report of the conference proceedings, edited by Peter Hilly and David Hopkin, tutors at the Cambridge Institute of Education, will be published by the Falmer Press.

## Girls WISE up

A year-long national promotion to encourage girls to take up jobs in science and engineering, WISE '84, is showing results, according to the Equal Opportunities Commission.

It says that the Open University has had a massive increase in applications for their Women and Technology "re-turner" courses, and that a 20 per cent increase in the number of women studying engineering at United King-

dom universities was reported in 1985. At Brunel University, 12 of the 36 students in the first year of the manufacturing engineering programme are young women.

However, it will be years before the full impact of the campaign shows up, the Commission says.

WISE '84 was run jointly by the EOC and the Engineering Council.



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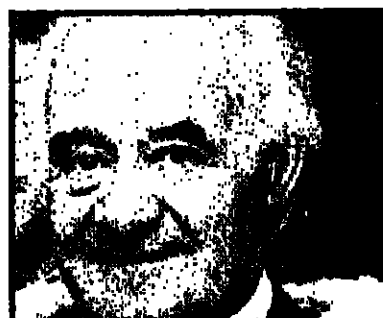
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Harry Henderson... suicide

## Fraud 'witch hunt' condemned

A coroner has criticized education officials in North Yorkshire for the way they carried out an investigation into alleged fraud at Scarborough Technical College.

Mr Harry Henderson, the college's principal for seven years, committed suicide while the inquiry was being conducted. The inquest was told Mr Henderson was completely innocent. Scarborough coroner Mr Michael

Oakley said he was disturbed at the way the inquiry had been handled. "At worst it could be described as a witch hunt and at best as a not very good inquiry which led to the death of Mr Henderson," he said in his summing up.

Mr Henderson, who took a drug overdose, left a note saying: "Criticized, scrutinized, crucified, paralyzed". The coroner recorded a verdict

that Mr Henderson took his own life. The North Yorkshire County Council had been investigating allegations made about the college's catering department and the arrangements for foreign exchanges.

County councillor Mr John Clout said a full analysis of the events before Mr Henderson's death was to be carried out. The findings would be made public.

## HMI criticism leads to advisory shake-up

by Mike Durham

A major shake-up in the advisory service in the London borough of Haringey has been put into effect following the damning HMI report on the authority's schools.

The Inspectorate reported in July, 1984, that although the i.e.s.s. spending per pupil was the second highest in the country and its pupil-teacher ratios fourth best, educational standards were only "mediocre to poor".

The Inspectorate blamed ineffective teaching and had management for underachievement in the borough. HMI inspected four mixed comprehensive schools, 10 main feeder primaries and a number of other educational establishments, including special schools.

In the comprehensive schools, they found the general quality of work and life was "rather depressing", examination results mostly "extremely disappointing" and poor attendance "a

serious problem". The education committee has now agreed to appoint two new advisers, one for in-service training and one for economic, political and social literacy. Other measures are being taken to cover acknowledged curricular gaps, the committee has been told.

In an initial response to the Education Secretary, the authority has already promised developments funded by Education Support Grant and joint HMI/i.e.s.s. collaboration on a local project to enhance the effectiveness of advisory services.

Arrangements in hand to fill curricular gaps include more support teachers and more training for the TVEI scheme. The support teachers will work on a range of subjects including careers education, business education, primary science, mathematics and language development.

The report also recommends more team working for advisers, with corporate meetings on a regular basis. More explicit policy statements are being formulated in order to determine priorities.

A draft code of practice sets out measures such as the frequency of school inspections and programming arrangements which will have "substantial implications" for the service, the report says.

A joint officer/advisory group has been set up to undertake a management review.

Other measures in the six-point response include plans to set up a borough advisory committee on in-service training, more feedback from heads and school staffs on implementation of policy, and annual school reviews.

The response has been forwarded to the Department of Education and Science.



"Please sir can we put our names down for a Yob scheme?"

## DTI launch design project

A new project which aims to make design education central to the primary and secondary school curriculum has been launched this month.

The Design Dimensions Project funded by the Department of Trade and Industry, will work with i.e.s.s in Gloucestershire, Cleveland and Bedfordshire, and the London boroughs of Bromley and Sutton. The project will promote design education and monitor teaching methods and resources in selected schools.

Initial research and development will last for two years and will be followed by further efforts to establish design education and awareness on a national basis.

## Summer degrees

Newcastle University is launching a pioneering scheme under which students will be able to obtain a higher degree during the university's summer vacation.

The school, organized by the statistics department, will allow students to take an MSc degree over two summer schools combined with a project on a practical problem.

## Funding change for INSET programmes

by Hilary Wilce

New arrangements for the in-service training of teachers, which involve a new means of funding local authorities' INSET programmes, have been welcomed in principle by the Association of County Councils.

But Mr Arthur Harries, the ACC's education committee chairman, warned that progress on the new scheme would depend on more funds being made available, and on control of training remaining in local hands.

Under the new arrangements, due in 1987, the existing funding of in-service training will be replaced by a general in-service training grant. At present it is funded through the rate support grant and the INSET pool, from which replacement teachers' salaries are re-paid.

Local authorities will have to get schools to assess their training needs

and combine them into an INSET policy before making a comprehensive bid for funds. Bids will be divided into local and national priorities, as laid down by the Department of Education and Science.

Mr Harries said the ACC was not totally opposed to a special mechanism for funding training, but training should not be controlled nationally.

"Local education authorities are not only concerned as employers, but also as the providers who are responsible for the quality of the education in schools and colleges. That responsibility clearly includes identifying and helping to meet the needs of individual staff and schools. This association believes that those judgements can best be made by those on the spot, and that they should not be passed over to a central organization."

## Guidance centres needed to help adult training

by Diane Spencer

A network of local educational guidance centres backed up by a national government-funded unit is needed to help adults choose the right courses, says a report just published.

The government-backed Unit for the Development of Adult Continuing Education's report, *The Challenge of Change: developing educational guidance for adults*, stems from 18 months' study by UDACE at the request of the Department of Education and Science.

It says that only a small fraction of the £6,000 million spent on training and education for adults is used to help them make the right choices. Consequently talent is wasted when they become discouraged by their lack of success and fail to try again.

Local units would co-ordinate a network of existing agencies - job

centres, careers services, libraries - with a national unit providing training and encouraging good practice.

Dr Donald Grattan, chairman of UDACE, said their study had shown that the demand was there from adults. "We cannot ignore this widespread willingness to learn."

The report is published in two versions. A short report for policy makers outlines the arguments and gives the recommendations in full. The full report develops the arguments at greater length and provides more detailed advice for those directly involved in providing guidance.

Both can be obtained from the National Institute of Adult Continuing Education (NIACE), 19b De Montfort Street, Leicester, LE1 7GE, short report £1.50, full report £3.00.

## Diary of a modern teenager

by Lindsey Darking

Most 15-year-olds believe sex is acceptable after a few dates and use only withdrawal as a contraceptive method, according to new research.

Professor Neville Butler and colleagues at Bristol University's International Centre for Child Studies also found that while teenagers are well aware of health and fitness issues, many drink regularly from age 14, snacks and sweets still figure prominently in their diets, and watching television is a major leisure activity.

The research, in Avon schools as a pilot for the national Youthscan project which follows up 15,000 children born in April 1970, made other surprising discoveries such as that unemployment is a major concern of the young, and the majority did not feel that women had achieved equal rights.

Few had any interest in politics and most believed that hanging should be the penalty for murder.

The latest stage of the Youthscan survey will require the co-operation of more than 3,000 secondary school teachers in England, Scotland and Wales, and Professor Butler said their goodwill would be vital.

His previous research for the project revealed that one in five children had some disability, significantly more youngsters now developed diabetes than 30 years ago, and that one in four children with spectacles did not need them.

The poorest 10 per cent of the school population were more likely to have young mothers, be in large families, come from the north of England, and live in council housing.

Previous results of the survey, which studied the 15,000 children at ages five and 10, in 1975 and 1980 respectively, supported the British pre-school lobby by stressing the importance of early education for later attainment.

Children who had received at least three months' pre-school education in playgroups, nursery schools and classes were found to perform better in reading, mathematics, and general intelligence tests than those who had not, regardless of class.

Youthscan, which aims to be geographically, socially and ethnically representative, will include research on education, leisure, health and sexuality.



Few 15-year-olds are interested in politics

## IN BRIEF

### Colleges merge

Worcester College for the Blind will admit girls from September this year. The college is to amalgamate with its sister establishment for girls in Chichester, West Sussex. The combined college will have about 125 pupils. At present 85 boys study at Worcester College which is run by the Royal National Institute for the Blind.

### Science boom

The number of students studying science, maths, engineering and technology at polytechnics has gone up by 20 per cent in the past four years. Over the same period overall full-time sandwich course enrolments have grown by 20 per cent, according to figures released by the Committee of Directors of Polytechnics.



### Wildlife backing

The Nature Conservancy Council is inviting applications from schools for conservation grants as part of a scheme to protect local wildlife. Started by the NCC last year, the scheme involves setting aside land or water within school grounds for the benefit of wildlife. Up to £100,000 has been made available this year. More information from the Grants Section, Nature Conservancy Council, Naturalists House, Peterborough, PE1 1UR.

### Boys encouraged

A grant of £5,000 has been given to the National Association of Teachers and Home Economics Ltd, to look at non-sexist approaches to home economics, and the way subject choices are presented within schools. The project will provide examples of good practice in home economics and teaching for teachers with the aim of encouraging boys as well as girls to take the subject up.

### Cash for skills

A new annual award scheme for City and Guilds painting and decorating students has been announced for this week. Three thousand students will be eligible for the awards. The best students in Craft and Advanced Craft painting and decorating exams will be given £400 and £600 respectively for further study or setting up in business.

### Report published

The report on last November's DES conference on school evaluation and appraisal of teachers has just been published. It includes papers by Professor William Taylor, vice-chancellor of Hull University, Mr Eric Bolton, the senior chief inspector, HMI, Mr Duncan Graham, chief education officer of Suffolk and the text of Sir Keith Joseph's speech on his role and responsibility.

Better Schools Evaluation and Appraisal Conference Proceedings. HMSO. £5.50.

### Information freed

Local authorities have become legally obliged to open education subcommittees to the public. The Local Government (Access to Information) Act, which gives the public greater rights to information from councils, came into force on April 1.

Examination changes could be introduced without new legislation

## Review calls for single national vocational award

A single national qualification to encompass all the existing vocational awards is to be recommended by the Government's review of vocational qualifications which goes to ministers next week.

It will be known as the National Vocational Qualification (NVQ) and will have four or five levels into which it is hoped to fit all the qualifications at present awarded by a variety of examining and validating bodies.

These organizations will continue to examine and validate their own courses but will have to meet national criteria laid out by a new council which the review group believes should be set up voluntarily.

The group's chairman, Mr Oscar de Ville, says it envisages a small "professionally independent" council with high-level representation from industry and education employing a small expert staff.

He told a CBI conference on 14-19 education and training last week that the review group did not think any new legislation was needed at present. It believed that the council should be given a chance to see whether it could operate completely voluntarily.

Mr de Ville said there was no need for protracted consultation and the council could and should be established by this autumn - the matter must be treated as one of urgency. The council would need to be funded by the Government for some years, after which it would be supported jointly by public money and by contributions from the validating and examining bodies.

The review group's report is expected to be formally published around the middle of next month. It is highly likely that Mr de Ville will become the council's first head. He would like to serve for a three-year term as its part-time chairman with a full-time chief officer heading the staff.

Lord Young, the Employment Secretary, told the conference that there must be an end to "snobbishness" in favour of academic learning. "I believe that the artificial distinctions between vocational and academic and indeed, between education and training - must be removed and replaced with a system of qualifications in which vocational and academic awards merit equal status and esteem."

## University entry must be made easier - SDP

by Geraldine Hackett

The Social Democratic Party wants to see more young people going on to university and a sharp increase in the number of mature students.

The party policy document, "Education for Innovation", which is to be published today, argues for a radical reorganization of education and training for 16 to 18-year-olds and a change in university entrance requirements.

The document - one of the SDP's contributions to Industry Year - suggests that universities and polytechnics should regard the teaching of part-time and older students as a top priority. And it says that the employers of those 16 to 18-year-olds who decide not to go into higher education should allow them two days' study a week.

"Our current record of work-related

training for young people compares disgracefully with German apprenticeships, Japanese firms' tradition of in-house training, or the standards achieved by other major industrial competitors," says the document, which was launched by Sir James Spooner, chairman of the Industrial Policy Association.

The SDP also wants to see an end to the wide range of vocational qualifications and suggests a co-ordinated approach through a Council for National Education and Vocational Awards.

The structural reforms that would be needed to broaden access to university education are listed as: a review of student grants to take into account the needs of married students; tax incentives to encourage employers to provide paid educational leave; and encouragement of a mix of firm-based training and courses in universities and colleges. There would have to be a change in university entry requirements, and the document cites the Open University's success with candidates who have no formal qualifications.

"We must widen access to whole new sections of society. Our plans for higher education should aim at nothing less than the American situation in which half the population enters college or university," says the document.

The SDP also argues that present sixth-form courses are too narrow and academic. It favours a broader spread of subjects with all students taking mathematics and a foreign language.



Sir James Spooner

## Banks offer training loans

Three banks - Clydesdale, Barclays and the Co-operative - agreed with the Government this week to provide loans to help people pay for their own vocational training.

Under a three-year pilot programme people in Aberdeen, Bristol and Bath, Greater Manchester, and the Reading-Slough area, will be able to apply to the banks for loans to spend on courses to improve their earning skills.

The loans, of between £500 and £5,000, cover courses ranging from one week to a year. They will amount

to up to 80 per cent of course fees and may also, where the banks agree, cover living expenses.

Normal interest rates will be charged but the Government, which is guaranteeing part of the capital, will pay the interest for the duration of the course plus three months.

Lord Young, Employment Secretary, said the loans should persuade trainees and the banks "to regard training courses as a consumer commodity".



Many firms are unaware that colleges provide training for adult employees

## Huge demand for updating 'untapped'

A glimpse of a huge potential market in industry for further education college courses is given in a report published this week by the Further Education Unit. It implies that the methods the colleges use to estimate demand blind them to opportunities for expanding into industrial training.

Most colleges work out what they are going to provide by examining the take-up of their existing courses - rather than looking at the potential. The method works reasonably well while colleges concentrate on running set courses of vocational education for school-leavers and part-time instruction for apprentices and other initial trainees, where it is easy to spot any change in the scale and pattern of demand.

But now the colleges are being asked to run new kinds of courses closely matched to the needs of local firms, and in particular to train or retrain adult employees in new skills. Sticking to traditional methods of identifying demand means simply running pilot courses and seeing whether employers use them.

Accrington and Rossendale College

In Lancashire, commissioned by the FEU to identify the new technology training requirements of its local firms, decided that the traditional approach was not good enough. The college embarked on a detailed study of how new technology was being used in 500 local companies and how they got their staff trained to operate it.

Not content with asking the companies to say what they thought their training requirements were, the team started out by establishing what kind of equipment they were using in order to get an idea of what training the employees were likely to need. In fact, few of the companies were themselves able to provide clear and complete statements of their training requirements.

Four out of five of the companies relied entirely on themselves or on manufacturers and suppliers to train their staff - although most of them realized that these had an axe to grind. One in 10 used an FE college, another 4 per cent a poly or university, and a further 9 per cent a skilcentre, a consultant, or a private training agency.

The researchers learned that only

one in 20 of the companies used the colleges for short workshop courses in any field, although nearly half sent young employees to them for initial training. Their report says: "Many were unaware that colleges provide training for adult employees and consultancy and up-dating service for industry."

Over two-thirds of the firms have since expressed interest in college facilities, and some have followed this up. The researchers say: "While colleges and educational institutions do not appear at the top of companies' lists of providers, the potential demand is clearly there. The market is waiting to be tapped, providing colleges can alert companies to the range and competence of their expertise."

Increasing College Responsiveness. An FEU/PICKUP project report by Margaret Briggs and Peter A. Mosely, Longman Resources Unit, 62 Halford Road, Layerthorpe, York YO3 7XQ.

Edited by Mark Jackson

BBC SCHOOL TELEVISION

## TIMMY'S STORY



WINNER OF THE 1985 BAFTA AWARD FOR BEST CHILDREN'S PROGRAMME (EDUCATIONAL/DOCUMENTARY)

From Timmy and Vicki, a two-part drama for 12-14 year olds

written by John Chailon with Samantha Vinnell as Vicki, and Perry Wilson as Timmy.

Produced and directed by Len Brown.

Timmy and Vicki is one of more than seventy series for schools from BBC School TV.

Summer Term programmes start Monday 21st April.

22 April 10.15 BBC2

BBC EDUCATION







# How the Schools Council left its mark on history

Sir - I felt that Sean Lang's criticisms of the Schools Council History Project were excessive (EXTRA, TES, April 4).

While agreeing that it often neglects the importance of content and narrative in favour of too much source-based material, Mr Lang failed to give credit where it was due.

The aims and objectives of Schools Council history did provoke much thought, discussion and action among many history teachers concerning how and why the subject should be taught. Although Mr Lang and myself were fascinated and stimulated by "traditional" history, there were many at school who obviously were not, and Schools Council history does represent an attempt to widen interest in the subject among pupils.

The variety involved with the project can equally easily be a matter of praise rather than criticism. History is

a subject made up of many components and the project should not be criticized for recognizing this fact. Such topics that it involves do lead themselves to a wide range of different teaching methods that I am sure many teachers and pupils welcome.

Mr Lang also fails to mention that the project played a significant role in bringing about the changes in assessment that he apparently welcomes.

No teacher of history that I have ever spoken to makes the exaggerated claims on behalf of Schools Council history that Mr Lang implies in the opening paragraph. By all means let us have objective criticism but let us also recognize the benefits produced by the project.

ROB PUGH  
Teacher of history  
Ailwyn community school  
Ramsey  
Cambs



Wild West flavour: cowboys' midday meal break circa 1900

## Flawed reasoning

Sir - Did you really need to sacrifice so much space in your History EXTRA with Sean Lang's misinformed, misconceived and illogically argued attack on the Schools Council Project?

The flaws in Mr Lang's argument are numerous. Does he understand what is meant by a Modern World Study? How can the American West be attacked for being both unpopular and popular? And who says it is gimmicky?

Mr Lang seems amazed that the SCHP has received "such widespread unquestioning acceptance from teachers". Who says it is unquestioning?

Yes, we do accept the SCHP as the most exciting initiative in history teaching of recent times. In its assessment of historical skills and concepts, SCHP attempts genuinely to reflect the true nature of the discipline of history. In its assessment of educational skills, it helps to develop abilities within the student that will be of use to him or her both in life and at work. Because of this, teachers of the Schools Council syllabus tend, in our experience, to find it much easier to justify their course to pupils, parents, colleagues and to themselves.

MARTIN AND JENNIFER  
TUCKER  
The Street  
Lessingham, Norwich

departmental body. Headteachers have been alerted to the need to draw the attention of the procedures as described in the Green Book to the attention of all staff members. Social services are now notifying schools (which was never done before) of all children who are on the Child Abuse Register as well as those at risk.

Every school has been asked to nominate a senior member of staff (preferably the headteacher or one of the deputy heads) who will act as the school link with social services. The Educational Welfare Officers have taken on the additional duty of monitoring the attendance of children who have not reached statutory school age but who are either at school or nursery. I think it was very courageous of the authority to set up the investigation. In



Louis Blom-Cooper: chaired inquiry into Jasmine Beckford's death

## Grounds for hope

Sir - I must take issue with you on your comment "Spotlight on Brent" (TES, April 4) which comments on the two years' work of the investigation team that was set up under the previous Labour administration in Brent. You say: "The record of the hung council on such critical issues as follow-up to the Jasmine Beckford report and parental consultation on amalgamations, does not give grounds for hope."

Can I ask you on what authority do you make the first accusation, and are you aware that ever since 1979, the council had extensive, though abortive, consultations on the issue of the future of secondary education in Brent? Also, because the new administration was extremely concerned about falling rolls it tried to push through merger plans far too quickly. The move was good but the method, unfortunately, of reaching the desired result was flawed in the view of the judge.

After the publication of the Jasmine Beckford report, a *Child in Trust*, there has been a substantial amount of unobtrusive work going on within the educational authority, social services and the district health authority. You reported on steps that the director of education had taken (TES, March 21). I list for you but a few.

The procedure for dealing with child abuse has been reviewed by the area review committee which is a cross-

other I.e.s.s. where discontent is expressed, elected members send in their local advisers or inspectors only. Of course, it is extremely regrettable that the teacher unions have been so truculent as not to have co-operated. There is much exemplary work going on in Brent schools which, if reported, would have perhaps put the investigators on to more positive lines of enquiry.

Racism exists in Brent, as it exists in the Midlands (as revealed in the Eggleston Report) and in Bradford, from where Honeyford came. There is no question that it must be rooted out in the classroom as well as in appointment committees.

But Brent has a radical code of practice for equal opportunities in recruitment. I doubt very much if any other authority has gone as far in ensuring that their practices are just and fair.

Additionally, courses are being monitored, not only for teachers, but also for school administrators and governors, on ways of combating racism.

This in no way detracts from all the unfinished work that needs to be done. It will be up to the new council elected in May 1986 to take the findings of the two-year investigation seriously and act on them.

DAVID SASSOON  
32 Claremont Park  
Finchley  
London N3

## Exam provision

Sir - On behalf of Cleveland Business Studies Teachers' Association, and the TRIST Business and Information Studies Group, we would wish to express the following reactions to the Northern Examinations Association's proposed *Keyboarding Communication GCSE*:

1. That we appreciate the NEA's belated planning in agreeing such a title and drawing up a provisional GCSE syllabus for this subject.

2. That we react strongly to the limited grades which pupils are able to obtain in this subject at GCSE. This is simply not good enough on the part of the NEA and Secondary Examinations Council, as recent letters in *The TES* are beginning to testify.

3. That teachers in this subject are annoyed that electronic typewriters, micro-computers, and word processing/business machines - for example, Amstrad PCW8250s and 8512s - cannot be used in such examinations.

We are not simply looking for the 1986/1987 CSE typewriting (Mode 1) syllabus in rearranged form, and with a new title. Nor are we looking for a new, narrowly defined, word processing GCSE.

What we are looking for is a GCSE (Mode 1) in information studies or information technology, either offered as a subject in its own right, or with business studies GCSE and given double certification over the full range of examination grades - for example, the Hampshire Project.

Alternatively, something along the lines of the Cambridge (Modular) Information Technology, or the MET's Information Technology and Office Studies, or even 'SEG's Keyboarding Applications'.

It may well be the case that both the NEA and SEC are legally failing to provide adequate examination provision in the compulsory 11-16 sector after 1987, in terms of the 1944 and subsequent Education Acts.

We believe that business and information studies are a major growth area. The responsibility for providing adequate examination provision should be placed fairly and squarely on the NEA and the SEC.

HOWARD SMITH  
35 Lambourne Drive  
Merton  
Middlesex  
Cleveland

## Parent partners

Sir - Your reference to the National Association for Primary Education (TES, March 7) gives a very wrong impression of the association's work. There is absolutely no conflict among the members of the national council who are united in their desire to create an effective voice for young children, their parents and teachers. Far from discovering parents "a little late in the day", NAPE has encouraged the parent-teacher partnership from the very first day of its existence on May 17, 1980.

I hope you will grant us space in your columns to list just some of our activities directed towards parental involvement in primary education.

Our 1985 annual conference focused on the international scene in terms of both families and schools. This year's conference will discuss the way that drug abuse now threatens the lives of young children - a matter affecting parents even more than teachers. The 1987 conference will take as its theme "the parent-teacher partnership".

NAPE has recently accepted an invitation to join the Home and School Council. We look forward to working with NCPA, CASE and ACE in the publication of books helpful to parents.

We are in correspondence with the DES concerning the representation of parents on education committees. We propose to campaign for representation on exactly the same lines as at present available to teachers.

Our next day course to be held in London on May 17 will be concerned with drama in primary education. Parents and teachers will be working together in practical sessions and through discussion.

Currently we are developing a campaign called "Parents as consumers". A working party composed entirely of parents will research and publicize the truth, so different from the political stereotype, of parental wishes in primary education.

I can affirm that not once in six-year history has the association's national council ever refused to implement or seek to delay any proposal designed to strengthen the partnership between parents and teachers.

Of course we would all wish to see faster growth in the number of parents active in NAPE. But this is not easy. The degree of commitment demanded of parents in moving from a concern for one's own child to a concern for all children is very considerable indeed. NAPE branches throughout the country are working hard to encourage that commitment.

As for membership as a whole - subscription increased by 30 per cent in 1985 and the coming months will see the creation of no fewer than six new branches. We are in very good heart indeed.

JOHN COE  
NAPE chairman  
On behalf of the national council  
University of London  
Institute of Education  
20 Bedford Way

# The high cost of appraisal

Sir - Suffolk I.e.s.s. 1985 study of teacher appraisal makes the very clear point that the appraisal of headteachers "would appear to be the nub of any scheme's credibility". Both the Committee of Heads of Educational Institutions and David Trethowan's articles (TES, March 21) accept this, re-state it and declare that it is a nettlesome which the DES and most I.e.s.s. have, as yet, failed to grasp.

It is interesting that both articles support the Suffolk report proposal for the establishment of a level of "promoted" head to act as a superintendent for headteacher appraisal, one through a national task force of three-year seconded heads, the other through an infusion of promoted heads into the I.e.s.s., to carry out functions of appraisal support and administration on the North American model.

The concept of appraisal by promoted peers will, I am sure, find much acceptance from headteachers, but both recommendations have implementation issues to consider, particularly in the logistics dimension, which cannot be overlooked.

Both proposals must not ignore the full range of educational establishments within an I.e.s.s., for any appraisal scheme must not deal with secondary heads in isolation. The 1984 *Statistics for Schools in England and Wales* gave a total of 25,010 main-

tailed nursery, primary, secondary and special schools of which 4,444 were secondary (18 per cent). Given that the CHEI task force promoted head might cover at an extreme limit 60 schools in an academic year with the formula of a three-day appraisal every three years, we would need 139 task force heads appointed triennially.

Will heads in such numbers be prepared to leave their schools for three years in order to appraise, in that time, 180 colleagues - a daunting task? The other worry with the CHEI scheme is that the task force head appraisers but does not follow up as a facilitator. He cannot be the remover of "blocks" and "brakes" nor can he return in succeeding years to evaluate success or otherwise in achieving goals. Above all, how will a national task force 139-strong be funded? After all, there are fewer than 500 HMIs on the Inspectorate's establishment, and we now have a task force proposed of nearly one third the size of the Inspectorate.

David Trethowan's I.e.s.s.-based appraisal scheme using "promoted" head superintendents as part of a career structure for heads has both practical and logistical attractiveness, but we must be careful that we do not run into the pitfalls of the American model.

Seven superintendents for 49 secondary schools as suggested by Trethowan gives an admirable span of control for the three functions which the superintendents would oversee. However, North American models show superintendents having schools from all phases within their responsibility and also case-loads which can vary immensely in size. The following divergences in span of control have been noted:

Canada: "an assistant superintendent is responsible for 12 or so schools"; Chicago: "each district superintendent governs one to four high schools and 12 to 20 elementary schools"; Oregon: "in all but the largest districts one or two central office administrators are responsible for supervising and evaluating all principals. The load may be as great as 30 principals for one supervisor."

A shire county having 49 secondary schools might well have 300 plus primary schools as well, so if we take the highest North American loading quoted (Oregon), the shire county would require 12 superintendents. If the more favourable Canadian ratio were to be used, this figure would increase to 29.

Cost logistics may well force I.e.s.s. to cut their appraisal costs according to their cloth, unless central government is willing to set aside very generous support grants for headteacher appraisal. In all probability we may follow the lead of industry (and North American states, come to that) and design appraisal schemes for headteachers which will take into account local needs and local financial resources as well as the existing inspectorate/advisers structure. We may see schemes of "superintendent" or "peer" or "team" appraisal, as described by David Trethowan as well as "administrator", "joint" or "open" systems at present being tried out in a number of I.e.s.s.

Most Somerset secondary heads believe that appraisal of heads must be carried out by appraisers experienced in headship, and to give credibility to the introduction of an appraisal scheme for teachers within an I.e.s.s., agree that a start does need to be made at the top.

There are times when management leadership, like the medieval concept of kingship, means leading from the front. This has been recognized in Somerset where, within the education department, the chief education officer and his deputies will be the first to be appraised and where in schools a start will be made with secondary heads.

VICTOR L GANE  
Head  
Stanchester School  
Somerset

## Status of PE

Sir - Physical education in primary and secondary schools has been the subject of considerable media comment during the past few months. Some believe that PE programmes should be geared to dilute in sport while others abhor the whole concept of competition.

The Physical Education Association of Great Britain and Northern Ireland has viewed the debate with interest and concern. Last October the PEA decided to appoint a commission of inquiry under the chairmanship of Dr John Kane, principal of the West

London Institute of Higher Education, with the following terms of reference: "To enquire into the present state and status of PE (both primary and secondary) in England and Wales by reviewing and commenting on:

- the current directions of PE and
- the development of curriculum priorities and the extent to which they are being pursued and achieved."

A survey of a random sample of schools is in hand and a wide range of statutory and voluntary organizations concerned with education, sport, health and physical recreation have been invited to present evidence.

It would be worth the assiduous teachers' while trying the local urban studies centre, where, in spite of the fact that it will probably also be under resourced, important stores of maps, slides, documents, newspaper cuttings, letters etc... may be found.

SELMA MONTFORD  
Lewia Cohen Urban Studies Centre  
Brighton Polytechnic

roads and motorways needs interpretation and, following from innovations in the USA, there is no reason why an urban studies centre cannot be combined with exhibition and other public amenities in a shopping centre. Milton Keynes featured such a facility for a short period.

Urban studies centres developed in response to the inadequacy of educational concern for the inner city context, and while this is of central significance to our future, we cannot afford to neglect the reality of a fast emerging intermediate zone between inner city and rural contexts.

BRIAN GOODREY  
Reader in Urban Design  
Joint Centre for Urban Design  
Oxford Polytechnic

## Success story

Sir - Not before time, your Letters column has reflected the well-developed educational and community interest in urban studies centres, facilities which have been a major success story of the past 15 years.

Clearly the current political climate, with its reliance on planning and regeneration achieved through private capital, is best described as neutral to such centres, but I believe that developers and educators are missing the boat in failing to consider the potential for urban studies centres in new multi-functional leisure and shopping facilities.

The "new geography" of urban peripheral centres located on major

and individuals as possible and although the main thrust of our work is in the schools' sector, we encourage all members of the community to use the centre which is well-resourced by the local I.e.s.s.

R HERTZOG  
Director  
Urban studies centre  
328-330 Deansgate  
Castletield  
Manchester

Sir - The urban studies centre in Manchester offers a wide range of facilities, resources and activities to provide citizens from aged five upwards not only with opportunities to find out about how their town has developed, and to learn more about how it continues to change, but also to contribute to those changes.

We work with as many different, environmentally-conscious agencies



## 'Dead-end' job

Sir - David Peck's article (Platform, TES March 28) comes at a time when I.e.s.s. careers officers - working in schools and colleges are best able to reflect upon trends of thought among young people.

After a heavy round of careers guidance interviews with school pupils, and consultations with parents over options at 13, 16, 17 and beyond, I ought not to be surprised by a number of observations I have encountered about the teaching profession. However, I think I am.

The parent I saw recently, who thought three O levels would secure her daughter a teacher training place is not alone in her misapprehension of the professional level of the occupation.

Still more disturbing is the seemingly increasing number of able young people actively ruling out thoughts of a career in teaching because they see it as a "dead-end" job with poor working conditions and low pay.

Although these perceptions have, no doubt, been sharpened by the teachers' action, I am ever more at a loss to promote the job of a teacher alongside others to whom professional status and conditions are afforded by their employers and who are valued and respected by the community.

"Marketing" is this year's busiest buzz word. STEVE SADLER  
Senior careers officer  
St Albans

## Torment ends

Sir - I may, as David Pynn suggests, be "unthinking" (Letters, TES, April 4) but after the past four years of torment in the education system I am not optimistic. GCSE clearly needs a major salvage operation, but the present system is so ill-suited to the needs of almost all pupils that I would not have it perpetuated for an instant longer than necessary.

JOHN BALD  
36 Maldenburgh Street  
Colchester

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## Best exam is no exam

JAMES QUINN

The best examination at 16 would be no examination at all. GCSE will seem very irrelevant by the year 2000 - if it survives that long. However, with all its shortcomings, it is infinitely superior to the present system which divides our pupils into O level sheep and CSE goats and makes for nothing but administrative nightmares in the upper reaches of our secondary schools.

Anyone setting out to devise from scratch an examination system for the country who came up with the present one with its 22 boards running two examinations with a vague overlap between them, with one of them totally territorial and the other national, and one offered twice a year and the other one not, would be immediately confined to a lunatic asylum. The present system is daft, an historical accident long overdue for oblivion.

Opponents of the introduction of the GCSE should take care they do not slide unwittingly into the position of criticizing the examination itself. Nobody pretends it is perfect but the examination boards deserve the thanks of all teachers for the work they are doing as its midwife.

Teachers quite rightly complain it will mean a lot more work for them but one wonders if they ever consider the staff of the boards whose labours in the past three years make Hercules look like a layabout. Their conditions of service must have been turned upside down and their hours of work doubled as they wrestle not just with GCSE but also with its half-bred cousin in the joint GCE/CSE as well as simply keeping the original two examinations in operation for a couple more years yet.

Perhaps opponents of the GCSE exist among the employees of the examination boards, but if so I have not met any. Eventually, once it is

established, it will bring turmoil for them. The expected economies of scale will put some of them out of work, despatch others to work for one constituent member of the examining group rather than another, and change the jobs they originally contracted to do, not necessarily for the better. It does not mean any of this for teachers.

It is not certain that the non-cooperation of teachers can delay the examination; it is absolutely certain that that of the boards' officials could sink it without trace, were they so minded.

In the event, this largely anonymous group of men and women have put the whole examination, including phase one and phase two training sessions, on the road. The success, or otherwise, of the subsequent stages is mainly up to the teachers. The GCSE is its unsung heroes; they also serve who only serve as secretaries of working parties.

James Quinn is headteacher of Hailsham School, East Sussex.

## Thin on the ground

STEPHEN DOERR

At a recently held phase two training course for GCSE mathematics, I was impressed by the overall objectiveness of the deliberations, despite the heads of departments being very conscious of the difficulties yet to be surmounted. These important discussions deserved at least four days. We had two, with homework!

It was stated at the outset that experts were "thin on the ground" and therefore we would all be learning together. For mathematics, at least, phase two is part of a continuous development programme, rather than a complete training course.

Mathematics also has an extra three years in which to prepare itself for the compulsory implementation of the new assessment procedures; a factor



which must have contributed to the generally relaxed but positive atmosphere which prevailed.

The large amount of work still to be accomplished by teachers did not go unnoticed. Doubts expressed were not concerned with the soundness of the GCSE techniques but rather with the apparent lack of resources.

Various tasks, both practical and investigative, were used to stimulate discussion. The course did not provide instant answers to problems, but it was intended to. Emphasis was laid on effective change starting in the classroom; a move already initiated by the Cockcroft report.

An expertly prepared two-kilogramme pack of high quality resource material was gratefully received, but so would have been the promise of the necessary hours to inwardly digest and develop its contents within our schools.

When teachers have had some opportunity and time to gain confidence with the new concepts and strategies in the classroom, they will be better placed to come to terms with the national criteria for the assessment of mathematics.

Adequate provision must be made for this critical stage. We cannot afford to let "innovative burn-out" further deplete the dwindling number of mathematics specialists.

Stephen Doerr is head of mathematics at Court Lodge comprehensive, Horley, Surrey.

## Positive feedback

CHRIS EMERSON

For some time before Sir Keith Joseph's announcement in 1984 that GCSE courses would begin in September 1986, the Southern Examining Group had been considering the in-service training requirements. There was a clear need to link curriculum, pedagogy and assessment and to set up a programme over 5-10 years of development and training with i.e.s.s. examining groups, teacher trainers and teachers co-operating.

And though a great deal remains to be talked about, written and read; new jargon to be mastered; new ideas understood; that pre-GCSE concept of a long-term programme of curriculum development, teaching and assessment has not changed.

The cascade model has its flaws - of course. Success at each stage depends very much on the quality of the stage before. It was clear that if the whole exercise were to be successful, the first stage of training subject experts was crucial.

Great care was taken in selecting people with experience in teaching and assessment, subject expertise, experience in training adults, in-service training skills and an outgoing, but sensitive, temperament (perhaps GCSE really does stand for God Created Subject Experts, as suggested at one phase one conference).

Each group leader took part in a two-day residential workshop which concentrated on the important features in the new examinations, in-service training skills and preparation and planning for the phase two courses.

The phase two courses for subject representatives from schools began in January and will continue until the end of June. My impression has been one of a hard-working, professional atmosphere with a genuine desire to gain a

full understanding of the concepts and requirements of the new examinations. Group leaders have led discussions effectively and answered questions fully and honestly. Some participants have been disappointed - especially those who came with the expectation of "getting all the answers" - but in general the feedback has been very positive.

Attendances at the courses in the South East have averaged about 70 per cent. We hope that, using clusters of neighbouring schools, staff with professional and experienced input from i.e.s.s. advisers and staff, the gaps can be plugged.

As a result, we expect that most who are to teach the new courses from September will have a much better understanding of what is involved.

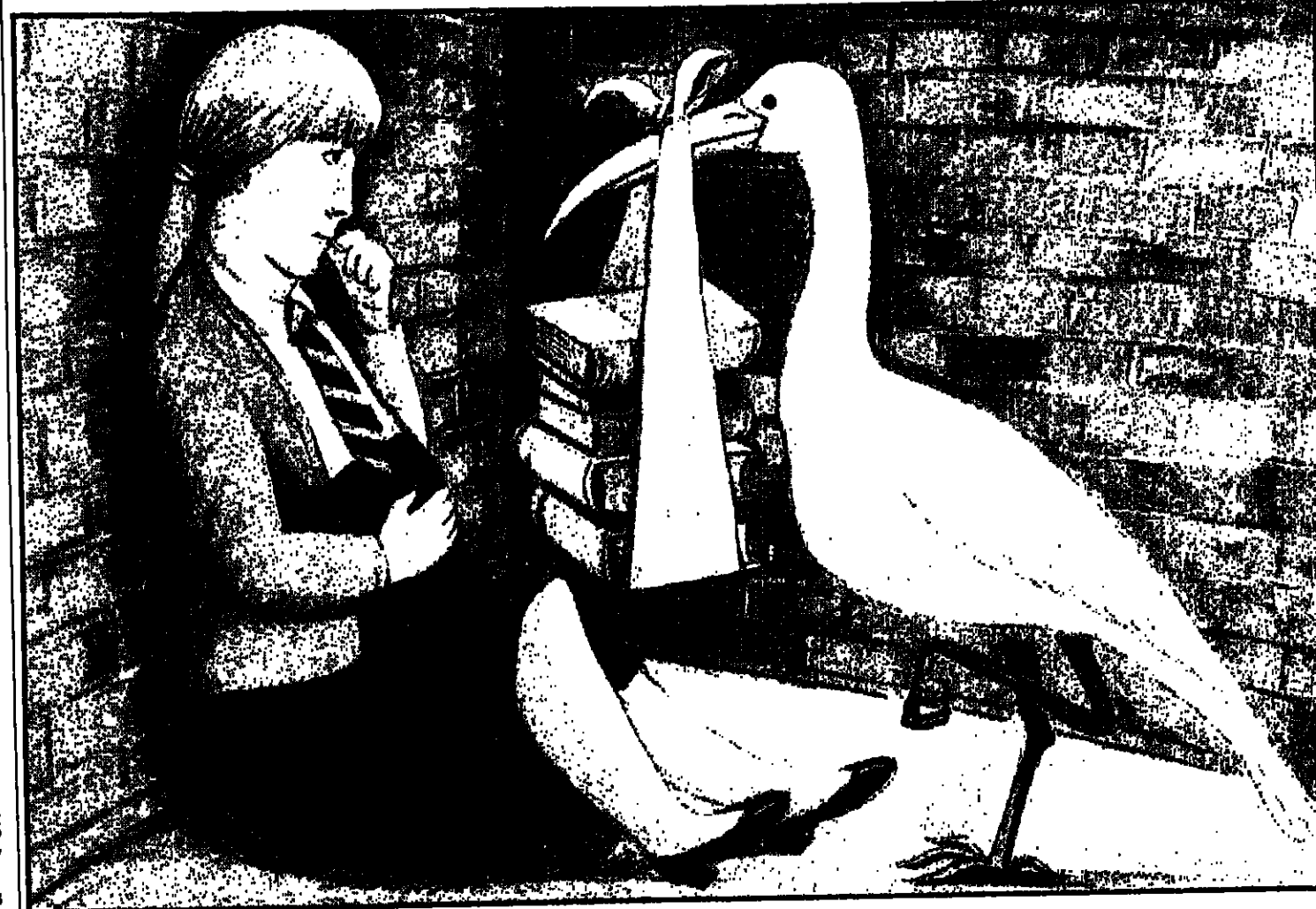
The first three phases of the training programme concentrate on the national criteria rather than on particular syllabuses. Phase four training will relate specifically to the philosophy, content and techniques of group syllabuses. The Southern Examining Group has already begun the process of producing learning materials for its own syllabuses.

If we consider the two-day course as ends in themselves, then the exercise can be considered, at best, a limited success. What it does is set the scene for long-term in-service training which will need to operate for as long as the GCSE itself does - generating and mirroring changes as the examination develops. The new examination has clear implications, not only for what is taught, but how it is taught and how it is assessed.

The consortium structure envisaged by the Southern Examining Group will allow teachers to exert influence on development of syllabuses, and together to design effective teaching and assessment materials and be involved in further training aimed at developing suitable teaching approaches, learning materials and assessment techniques. The two-day training for the GCSE is the beginning, not the end.

Chris Emerson is a regional liaison officer for the SEG.

## Pregnant schoolgirls need the expert and unemotional assessment of a formal statement, Kathleen Cox argues.



# Learning for two now?

is crucial, although seldom available. Many girls are overwhelmed with well intentioned advice by parents, teachers, doctors, who take over the decision making for her.

If the girl decides to continue with her pregnancy or has left it too late for there to be any alternative she will require antenatal care in the form of examination, education, diet and exercise which is different from her peers. If she keeps her baby and wishes to return to school in the post partum period childminding will have to be arranged to allow this to happen.

Girls who become pregnant not only have different needs from their peers, but also from each other. To regard them as a homogenous group, however convenient, is to move away from the spirit of the 1981 Education Act by labelling pupils according to their handicap.

Education in Britain is compulsory up to the age of 16. There are no exceptions to this. The nature of the educational provision can vary quite significantly and at its lowest level education can be said to be provided if it is available for two two-hour sessions per week. Such evidence as is available, however, suggests that the majority of girls who become pregnant at school cease to receive education altogether.

The 1981 Act - and the philosophy behind it - could help to meet the educational needs of pregnant school-age girls. Under the Act the child is defined as anyone up to the age of 19 who is registered and at school and therefore has a legal right to resources. Those who are deemed to have special educational needs are given the protection of a "statement".

In most local authorities about half of the girls who become pregnant at school are not reported by the local authority because parents, doctors and social workers decide not to do so. It largely depends on the girl and her immediate advisers on whether or not the authority is notified.

Many such girls have a history of non-attendance. On becoming pregnant the authority particularly is often conditioned by the authority particularly when the girl and her family regard attendance as no longer appropriate. At this point many girls and their families decide without consultation that education is no longer possible. Some girls and their families feel too ashamed

to notify the school, and can be lost fairly easily particularly in the last months of compulsory education if their attendance has previously been erratic. Girls who throughout their educational career have been troublesome are sometimes simply advised by the school not to attend and are quietly lost from the school register.

There are girls who are non-academic and for whom the school is aware that what it is providing in the way of education was never appropriate. They, too, may be advised to regard themselves as early leavers. But bright girls with academic potential lose out because their additional antenatal and child care needs have been ignored.

Many average girls do have some sort of home tuition or home education provided by the local education authority, but in the survey for the 1979 Miles report this included only 25 per cent of the girls who were known. That education was extremely variable in time and quality. Some tutors spent many more hours than was required of them helping their girls with both antenatal and academic education, whereas for other girls the provision was extremely "sketchy".

Over the past few years one or two units for girls who have become pregnant at school have been opened. This has enabled the girls who have been going to keep their babies, and who have been notified to the local authority, to have education in a separate place with the agreement of the parents.

Actions by schools have varied from the first time encounter being to panic and go for exclusion on medical grounds, to actually adapting school uniform in order for a girl to continue her education as little interrupted as possible. Exclusion is still sometimes used even though this is not justified on medical grounds or educational grounds let alone moral, social or legal grounds.

The range of possible education - from home education through staying in school to attendance at a special unit - can be appropriate but are currently allocated at random rather than according to the individual needs of the girls.

Those needs include:  
 □ The girls to decide and consider what social and educational decisions have to be made; counselling and support is necessary because pregnancy is not age appropriate in our society;

□ To continue the girls' academic education as far as is possible assuming that their courses have been relevant; it is a severe disadvantage to interrupt education and examinations at this stage in their life; and  
 □ Antenatal education and knowledge of legal benefits and entitlements which are specific to their pregnancy at that age.

Girls who are keeping their babies also require immediate help in child care and child development and also in their new status with their own parents if they are both mothers and minors.

The 1981 Education Act includes pupils with "transient problems". It further says that formal procedure should be initiated where there are prima facie grounds to suggest provision of additional resources. A schoolgirl who becomes pregnant at school should have the protection of a statement of educational needs so that:

□ Her needs are met, rather than those of influential adults in her life from whom she may in fact need protection;  
 □ She can have specialist counselling from someone used to pregnancy in schoolgirls and not an emotive response;  
 □ Additional or different provision can be made;  
 □ If she has greater difficulty in learning, modification can be made to the curriculum and school systems (for example, games lessons).

An additional reason for stating that girls who are pregnant at school would be for the protection of the local education authorities who are making special provision. Without statements this would be very hard to justify as special allocation of resources. By all these criteria girls who become pregnant at school should be afforded the protection of a statement under the 1981 Education Act.

Kathleen Cox is senior educational psychologist in Sheffield. She was a member of Dame Margaret Miles's working party which produced *Pregnant at School* (the Miles report published in 1979 by the One Parent Families and Community Development Trust).

Further reading: *School Sex Education and causes of unintended pregnancy* by Donald Reid, *Health Education Journal* Vol 41 No 4.

## Table time

JUDITH MILNER & ERIC BLYTH

Teachers' long-standing resentment about being used as a cheap childminding service has surfaced, notably in relation to the supervision of school dinners, with strident protests.

Doubtless, professional skills should be better appreciated and remuneration should reflect that appreciation, and doubtless in the absence of such a state of affairs, teachers should be able to protest by withdrawing services. But the failure of teachers to supervise pupils at dinner-time has done more to alienate parents than any other. Parents don't complain when their children are subjected to boring, badly taught lessons. They often fail to complain about examination results.

But they complain if their children are left unsupervised at dinner-time - left to the possibilities of going hungry, getting wet, getting lost or getting bullied.

They have to hand their children over to teachers for a full school day,



They are not encouraged to enter schools during this time and they expect teachers to take the responsibility for the welfare of their children seriously. For teachers to say that children should leave school at dinner-time is patently absurd in a society where most parents are desperately trying to hold onto jobs.

Teachers' protests about dinner-time supervision are educationally un-

sound. Teaching can only be effective if the pupils are in a fit state to receive information.

A wet, hungry, distressed child cannot be easily taught anything, and dinner-time is important to children who express more worries about coping in this part of the school day than they do about individual lessons or teachers. Social interactions between pupils at dinner-time are some of the most problematical of school relationships.

So the issue surely cannot continue to be evaded. It is no good for teachers to ignore this part of the day or hand it over to ancillary workers. Neither should teachers be bullied into supervision by the promise of a free school meal. We would suggest that the key to the problem lies in the term supervision.

Parents do not supervise meal times, they share them and recognize that meals have the potential for demonstrating love and affection through the giving of food and for encouraging conversations. They also have the potential for being places where disputes come to a head and angry feelings made plain.

We would suggest that dinner-time should be considered to be a timetable, national lesson where teachers sit with their pupils and teach them the necessary social skills for such occasions - good manners, sharing, helping - and encourage lively conversations and the expression of fear and worries.

If dinner-times are timetable lessons then teachers' goodwill cannot be abused - they would of course be entitled to a break either before or after the "lesson". Currently, particularly in schools catering for pupils who cannot study, teachers may be "teaching" continuously throughout the day. Timetables should be organized so that this does not occur.

Teachers have a valuable role to play in the wider social education that schools can, and should, provide. To dismiss this as skivvying or childminding on the cheap is an insult to the children towards whom teachers, local education authorities, and central government have a mutual responsibility.

Judith Milner and Eric Blyth are senior lecturers in social work at Huddersfield Polytechnic.

## Linking up time

JAN CONDON

It would be a pity if the Library and Information Skills Committee report, *School libraries: the foundations of the curriculum*, were to be judged solely by reading "Neglected Resource" (*The TES*, March 21). John Bald's argument seems to be almost solely based on the lack of evidence in support of the "elaborate schema" of the nine question steps approach to assignments identified in an earlier Schools Council/British Library document and used by the LISC working party.

It seems to me that there is little conflict between what HMI is saying and the recommendations summarized at the end of the report. HMI puts an emphasis on individual schools creating their own policies and LISC suggests that i.e.s.s. and library authorities help by establishing a policy framework for school libraries, leaving it to heads and librarians in individual schools to create effective libraries. Both reports in their different ways deal with the crucial problems of finance, staffing and time and both react similarly to them, recognizing the

importance of all three.

John Bald tries hard to create a picture of divergence between HMI and members of the LISC working party - which incidentally did have HMI in attendance. To do this is to do a disservice to both groups and does nothing to alleviate the plight of school libraries.

So what can teachers do? Read both documents (the LISC report and the HMI report on school libraries in the i.e.s.s.) to get a full picture of the current practice and the theory and advice on which future practice may be based.

Better still, go into the school library. What can it do for your subject area or your development especially in view of the current trends towards encouragement of skills and independent coursework? If your library has nothing for you because the stock is out of date, or the library is never open when you need it, or there is no librarian to discuss your problem of lack of resources with, then ask questions, find out why... and try to do something about it.

Libraries are like pubs; they are nothing without users: drink up! readers making demands. Make your school librarian or library service work for you.

Jan Condon is editor of *School Libraries Group News* and *Librarian at Solihull Sixth Form College*.



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# Teacher for Number 10?

Sarah Bayliss talks to the remedial specialist who may one day be moving into Downing Street.

Glenys Kinnock's earliest and over-riding ambition was to be a teacher. As a child she sat her dolls in rows and taught them from a blackboard. "I never remember wanting to be anything else."

Being a gregarious and popular girl she enjoyed school in Anglesey, North Wales, although she claims to have been "a late developer" and has terrible memories of a junior teacher who rattled off mental arithmetic questions like gunfire.

"I was hopeless at maths - totally innumerate. My whole brain and body would be paralysed with fear and I couldn't begin to do a calculation."

After 20 years of teaching she has great respect for anyone who can teach maths well and enormous sympathy for children who have difficulty with numbers. She began her career teaching history in a Welsh grammar school but is now a skilled infant teacher with special interest in learning difficulties, particularly in reading and language.

Her present job, two-and-a-half days a week, is at Wykeham primary school, Neasden in the North London borough of Brent. She dislikes the term "remedial" and prefers to describe herself as a support teacher, working alongside infant teachers in two classes.

The post came up soon after her husband Neil was elected leader of the Labour Party and she was feeling that her full-time job with Brent's peripatetic reading service was no longer feasible.

"I don't like to feel overpressed although most of the time I am," she admits. "But I would much rather work part-time and do it properly than be full-time with no chance to prepare."

She tries to set aside a few hours on Mondays when she can plan work for individual children. That must be done in between political engagements with her husband, canvassing for by-elections like Fulham, hair appointments, counselling her teenage children and their friends, giving interviews and mopping up the kitchen floor after the washing machine's flooded. ("Five

**'Peace education is not about CND... it's about attitudes to non-violence'**

minutes ago I was on my hands and knees," she says cheerfully, opening the Kinnocks' red front door at home in Ealing.)

She agrees she would have been more ambitious "if there hadn't been the pressure that Neil's job has placed on us all. I've been teaching for 20 years and I'm still a scale 1 part-timer. I don't regret that; I've just had to rationalize my life and fit things in."

The young Glenys was a pupil at Holyhead County School, one of the first comprehensives in the country, and her work blossomed as soon as she dropped maths - knowing that O level biology would be sufficient for university entrance. She became head girl and was "a delight to teach", according to her old history master.

Her brother's children attend Holyhead now and she remembers the school and the head with affection.

"It was wonderful to be in a small town where everyone wore the same uniform and went to the same school. I wasn't aware that things were different elsewhere until I went to university and met people who'd been through the 11 plus."

By the time she went to Cardiff to read history she had been in the Labour Party and CND for two years. There she met Neil, "the man from the Socialist Society", and they married when she was 22, he was 24. They settled in Monmouthshire where she taught history for three years at Abersychan grammar school.

That first job came to an end when she was expecting their first child, Stephen, and she left "because that's what women did then". But she managed to keep her hand in with home tutoring and part-time teaching.

Meanwhile, Neil had become MP for Islwyn in South Wales and was one of the youngest Members in the House of Commons. The family, now including daughter Rachel, needed to live together in London and they moved to Kingston upon Thames. Once the children were at school and playgroup, Glenys applied to the ILBA.

She got a part-time job remedial teaching at Marianne Thornton, an all-girls' school in Clapham. "I hadn't done anything like it before but it was assumed then that any teacher could do remedial."

These days - as one of Britain's most well-known teachers - her postbag often includes letters from remedial teachers who identify with her and want reassurance. "They complain that they have to work in cloakrooms, that they have to stand in for absent colleagues and that they get pushed around. I'm lucky my school gives the job high status."

The head of department at Marianne Thornton taught Glenys a lot and she grew increasingly interested in why children were failing. She left the school when travelling became impossible, but she took up supply teaching and then home tuition. "I was back with children who were judged to have failed - school phobics, a pregnant girl and others."

Then came a couple of years on supply in two special schools in Kingston - one for the maladjusted and one for the mentally handicapped. The experience increased her knowledge and commitment to children, teachers and teaching.

"Once again I was struck by these marvellous teachers - people who were totally committed, working in difficult circumstances with difficult children. I learned a great deal about pre-reading skills, early language development, behaviour modification and all that. I wouldn't have missed it for anything."

Even the briefest encounter with Glenys Kinnock reveals a strong, warm personality and a kind of freshness - both physical and mental - which is invigorating. Her looks belie her 42 years.

She can also be very funny and with friends does a good time in impersonations.

These are enormous assets, especially when canvassing on people's doorsteps. But in the staffroom and with children too, she is a much-praised and popular person.

Her interest in children's learning difficulties took her from supply teaching into the peripatetic reading service in Brent and directly into primary schools. According to her many friends in the borough she is ideally suited to working with young children. "She was very patient, humorous and loving when she was here," says one head who knows her well. "She's also honest and direct, and the children appreciate that. She's straight with them and they know where they are."

According to another ex-colleague, Glenys can put her arm round the kind of child whom no one else wants to touch. "Yes, it's been said that I can sometimes muster a degree of warmth for children who behave very badly. I try to look beyond them to see what's causing the problem," she says.

For several years she has used a system of "diaries" with very disruptive pupils. The idea is that parents and teachers record positive things about the child's day as well as the bad. "It means that at the beginning and end of every day you can praise them about something. It works well if you can keep it up. The children begin to see things in themselves that you might be pleased about. Sometimes it is difficult to find anything good to say."

Wykeham school has a set of "superperson" badges which are awarded for friendly, kind behaviour. Glenys sees that as a big part of what peace education should be about in primary schools. "It's not about CND and party politics, it's about elevating attitudes of non-violence and non-aggression. And we see a lot of very worrying aggressive behaviour in our schools."

She is full of praise for fellow teachers and says she feels privileged to work in an authority among people "who've been at the forefront of things for years - anti-sexism, anti-racism, reading development, parent involvement."

As a member of the reading service she spent three mornings a week at Mora infants school where the head, Sally Barnes, had decided "after a great deal of anxiety and anguish" to abandon formal reading schemes in favour of free choice from exciting, uncoded story books.

The effects made a lasting impression on Glenys. "I saw children coming into the classroom and instead of pushing each other around they would go immediately to the book corner. Children as young as five and six were having great conversations about how much they liked *Miss Plug*, *the Plumber*, or some other book.



Glenys Kinnock: she warms to children who behave very badly.

they'd just read."

Eighteen months ago, after she had been appointed to her permanent post at Wykeham she took the staff to Mora to see the reading experiment at work. "The best way to influence people is to show them something successful and to let them talk to people who've been through the anxiety but who are now convinced."

Reading scheme books often make boring listening for teachers, which is hardly a guarantee for success in children, says Glenys. Furthermore, if parents are to get involved, as she believes they should, books must be interesting and fun to read.

Wykeham has not abandoned its formal reading scheme for infants and it will be phased out for juniors as soon as funds are available. A big stock of proper books is needed, not because the

children damage them but because their interest grows so rapidly.

Wykeham has also established a Reading at Home scheme which has its own logo and parent room. Glenys and a colleague made a video of parents listening to their children reading and included some role play about how not to do it.

Books are sent home in a special plastic wallet every night, but only after parents have come into school to see the video and chat with staff. There is almost 100 per cent involvement in some classes and in a working class school with single parents and some for whom English is second or an Asian language.

"The children put a lot of pressure on their parents to come in. They want the zip-up wallets."

She loves the fact that advanced readers

choose *Spot's First Walk* to take home just because they like it, and that no one feels a failure anymore "because they can't get off book 2".

The results, in terms of improved reading and overall performance, have more than justified the changes. Glenys looks forward to parents getting involved in other parts of the curriculum. She sees parental involvement in schools as a revolution that's overdue. "I know some teachers don't want to encourage them but it's inevitable and they should be welcomed."

Spending time with her own children was another major reason for ceasing full-time work. "I would never forgive myself if I felt I hadn't been around enough. It's not easy for them being our children."

Like their mother, Rachel, now 14, and Stephen, 16, are members of CND and their shared interests are displayed in the Kinnocks' home - notably on the walls of the loo. A visitor is confronted by a world map of the export markets of British armaments, the ILBA's 10 commandments on anti-sexism and a romantic poster proclaiming the beauty of Anglesey.

Both children attend a mixed comprehensive in Ealing and are coming up to O levels. "We've always tried to make them understand the importance of education and why they should put in maximum effort. In our day you could get a second chance, but now they really have to work very hard and take every chance as it comes."

Stephen has already obtained A grades in English and Latin at O level, and he sits seven more in June. Glenys would like to see them both go on to higher education but stresses that "it's their life".

All the family has been affected by the teachers' pay dispute. Rachel and Stephen, who previously played for school teams, have had no matches, there's been no parents' evening for Rachel for two years and the school performances and plays which Neil used to make time to attend have disappeared.

Glenys became the NUT representative at Wykeham two weeks before the dispute began. "I wasn't enthusiastic about taking on the extra work and I couldn't have imagined what was involved." Nor did she realize that the media would focus special attention on her - wife of a party leader - every time a strike was called.

**'Under Labour education will be near the top of the list'**

She has never met Sir Keith Joseph and tries "not to travel in those circles". She is ferocious and cutting when we get onto the subject. "We've actually seen other front bench people actively defending their departments, but he's simply not prepared to do that and teachers know it. The dispute is as much about his attitude towards education as about salaries."

By moving to Ealing - just before Stephen had to face the 11-plus in Kingston - the Kinnocks entered another Tory borough. But they had many friends there and, according to Glenys, "Ealing won't be Tory for much longer."

She will be campaigning for Labour in the local May elections and if Labour wins, Hilary Benn - Tony's son - will be the obvious choice for chairman of education. "He is our local councillor and he's very good. I'm glad he's chosen education as his special interest because he's been effective at raising the profile for schools round here."

Recent trips abroad with her husband have given her inspiration. "In Kenya we saw children absolutely desperate to learn and teachers working like mad with the most pitiable resources. Their enthusiasm and their belief in education - that is the key to learning."

She has also been dismayed by Britain's poor showing against European countries. In Sweden she discovered mother-tongue teaching for guest-workers had become a civil right, and that every block of council flats had child care facilities and a community centre.

Her commitment to a better education service under a future Labour government is total. "I'm positive there will be a major shift of priorities under Labour. There has to be - it's written in stone - and I'm hopeful that education will be near the top of the list where it ought to be."

"I know Mrs Thatcher was an education minister but somehow the fact that Neil's been a shadow minister for education will be of greater significance."

If she does find herself moving into Downing Street her friends in Neasden will miss her. "She's a very good, caring teacher," says one. "We need lots more like her."

# Neither cheap nor cheerful

Spending may be up in schools but costs have increased even more, says Eric Hewton.

Despite growing concern over resources for education the Government still claims that financial support has increased. Alan Crispin and Francis Marsten-Wilson's statistical analysis of the metropolitan authorities suggests that spending per pupil has increased slightly but they argue that the service has also become more expensive to provide.

My own four year study of one shire county confirms this. Its policy was to adhere to central government directives and not incur penalties, which meant an annual search for economies. Education, the largest spender, was usually the main target. But this is hard to identify from the statistics. Between 1974 and 1984 the pupil-teacher ratio improved fractionally and the average spent per pupil increased slightly in real terms.

My visits to schools and responses to a questionnaire, however, indicated a far less satisfactory situation. Heads and teachers reported dilapidated buildings, shortages of support staff, subjects lost from the curriculum, a reduction in the real value of the capitation allowance and a chronic fall in morale (even before the current dispute). Nearly all reported a major increase in parental contributions. There is nothing new in these problems; HMI and teacher union reports have pointed them out many times.

The fact that actual savings were made in these areas was established from committee papers. Between 1976 and 1983 they amounted to approximately £8 million of which only £2 million could be directly accounted for by falling rolls, leaving a saving of £6 million (or 10 per cent of non-teacher expenditure on primary and secondary schools).

There are several reasons for the paradox - higher average spending but apparent shortages in the schools. Part of the problem lies with falling rolls. As numbers fall, average costs increase. Small schools have a higher average cost per pupil than larger ones. In the county in question, the cost per pupil in very small rural schools is about double that in those with over 150 pupils. The increase in cost is accounted for by fixed costs such as heating, lighting, cleaning, maintenance, support services and administration which remain more or less the same irrespective of roll. Furthermore, the cost of teachers is not totally dependent upon the number of children because falls are not even across schools and classes and teachers are not easily dispensable or transferable, bearing in mind age, experience, specialism and contract.

It is difficult to be precise on the exact proportion of fixed to variable costs, particularly as some costs are only partially fixed. Estimates from some authorities suggest a figure in the region of 35 to 45 per cent. On this basis it is possible to show that a fall in roll of 20 per cent would normally lead to a rise of about 10 per cent in average costs.

The figures for my shire county are shown in the table below:

|         | At 1982/3      |     | At 1982/3        |       |
|---------|----------------|-----|------------------|-------|
|         | Primary prices | £   | Secondary prices | £     |
| 1974/5  | 212            | 579 | 368              | 980   |
| 1976/8  | 274            | 587 | 448              | 981   |
| 1978/7  | 302            | 587 | 490              | 988   |
| 1977/8  | 330            | 606 | 526              | 986   |
| 1978/9  | 370            | 621 | 577              | 987   |
| 1979/80 | 428            | 636 | 634              | 940   |
| 1980/1  | 530            | 627 | 819              | 970   |
| 1981/2  | 603            | 639 | 939              | 986   |
| 1982/3  | 667            | 657 | 1,001            | 1,001 |

The increase in unit cost is 8.3 per cent for primary and 2.1 per cent for secondary pupils. The full effect of falling rolls on secondary schools, however, had not been felt by 1985 and it will be interesting to see whether the 2.1 per cent increase is forced upwards. Clearly these figures do not represent a real increase in resources per pupil and indeed they probably disguise a decrease.

Also, due to falling rolls, there are now



Greater emphasis on technology and vocational education, legislation on special needs, more INSET and an ageing teaching force all make education more expensive.

proportionately more older pupils in the system and they are more expensive to teach than younger children. During the period under review, there were signs of an upward drift in age and qualifications of the teaching force making it relatively more expensive. By 1985 60 per cent of those in primary schools were over 40. The average cost of education in both of these respects is, therefore, higher than it was.

Finally, like most other authorities, this county faced a wave of expensive innovations over a five year period. These included for instance: new provision for children with special educational needs; innovations in the teaching of mathematics; science and computing; schemes for introducing pre-vocational skills; provision for the young unemployed, and new forms of in-service and management training.

Most of these changes have been, or are now being implemented, and the additional costs are likely to be felt increasingly over the coming years. Education, therefore, needs more resources to absorb these innovations if it is still to maintain existing curriculum standards.

The savings made in this authority have not been great in their magnitude and they have largely left the staffing ratios intact. However, the continual piling down of the supporting fabric of the system has led to a weakening of the service both physically and psychologically - far beyond the apparent size of the cuts. This is reflected throughout the country and as yet there appears to be no let up in the demand for savings. Local authorities are now concerned about how further cuts can be made when the majority of support services have been reduced to what seems a minimum. One possibility - and there is increasing pressure for this - is to look at the fundamental nature of education and to consider whether it might be radically reformed.

There are many suggestions. Reformers inside and outside local government are now asking some searching questions. For instance: does so much teaching need to take place in classrooms and in groups of a standard size? Are alternative teaching methods possible and might pupils be given more responsibility for their own learning or for helping each other? Need so many subjects

be taught or need they be taught for so many periods and for so many years to all pupils? Need they all be examined? Should the curriculum have more vocational and life relevance? Should there be closer links between school and community? Why should all teaching be done by trained graduates? Should there be more flexibility in the appointment and deployment of the teaching force? Should schools have a greater say over the management of their own resources?

These questions are not all posed by the political right (the recent ILBA report on secondary schools raised some of them); but to politicians intent upon reductions in public expenditure, the very existence and form of such questions presents an opportunity to contemplate and initiate radical change. A tight hold on the purse strings and an education service desperate for more resources, greatly increases their power. The use of such power is already apparent and all indications point to an attempt to gain greater central control of the service and to reduce overall expenditure still further.

Thus, at a time of contracting resources, major new developments are being forced through. The recently introduced schemes for pre-vocational education involving a major input of resources and the increasing role of the Manpower Services Commission indicates that radical change can be introduced and that reformers outside traditional educational circles can play an important part.

The problem for education then is not simply - has expenditure been reduced (it has slightly) - but rather, what have been the major effects of the progressive and relentless parsimony of the past decade. My research in one shire county and reports from other authorities raise considerable cause for concern. Much that is worthwhile is being lost in the hurly-burly of multifarious and often ill-planned and over-hurried change. It is this, as well as pay and conditions, which accounts for increasing problems of morale.

Eric Hewton is reader in education at Sussex University. This research is published in *Education in Recession: Crisis in County Hall and Classroom* by Allen & Unwin £5.95.



# The illusion of British gentleness

Through Brown Eyes. By Prafulla Mohanti. Oxford University Press £9.50. 0 19 211784 X. My Beautiful Laundrette. By Hanif Kureishi. Faber £3.95. 0 571 13981 7. A State of Indifference. By Caryl Phillips. Faber £8.95. 0 571 13910 8. The Final Passage. By Caryl Phillips. Faber £3.95. 0 571 13438 6.

When I was interviewing Zdena Tomin, the author of *Stein's Shoe* - a recent novel, partly autobiographical, about a Czech who outlives the danger that exile can turn into a way of life - I said something about the possibility that she might one day go home. This lively and determined woman made a face. In our age, she said, millions have been driven or drawn from their homes, by one force or another; and it was as well that most of them should fix their thoughts on making new roots.

The fact is that if you are not the sort of exile she is, unable to return to the original scene, you may, like the authors of these four books, be quite bitterly torn between two countries. You may find yourself with two sets of roots, many thousands of miles apart. You may also be doomed incessantly, inconclusively, painfully to measure one of your backgrounds against the other. In all these cases, Britain provides one of those backgrounds: and the case against Britain as a friendly home for Pakistanis, Indians or West Indians is made once again, and in a fashion that will make readers weep. Did we really do this or that horrible thing to a young writer born in London of an English mother and a Pakistani father, to an Indian architect and painter to whom Britain had been "the country of my dreams"? Hanif Kureishi calculates that at least once every day since he was five years old he has been racially abused. After being seriously beaten up, Prafulla Mohanti lost the belief, to which he'd clung through a long period of residence, that "the East End was safe, with honest and friendly people". Mr Mohanti's book, covering a quarter of a century of experience, is perhaps the more dismaying to any British reader who would rather people were made at home at his hearth than have their heads, amid insults, repeatedly banged against the mantelpiece: he offers a miserable measure of the acceleration in nastiness. But the essay with which Mr Kureishi prefaces the script of his film, *My Beautiful Laundrette*, gave me almost as great a personal dismay when it quoted Orwell's famous phrase about "the gentleness of the English civilization" and said of it no, no, no.

Edward Blighen reviews some bitter testimonies



If that quality really existed, it would exhibit itself most clearly now, in conditions of strain. But it isn't there, says Mr Kureishi. I suppose because the assertion came from Orwell, I'd always hoped that, somehow, it was. Inevitably these two books are about the death of this illusion of British gentleness. But, together with Mr Phillips' fine second novel, they are also about being radically divided persons. Mr Kureishi's fate, in that respect, is particularly complicated. He is, after all, British by birth. He grew up in an England in which "Pakistanis were a risible subject", and "from the start... tried to deny my Pakistani self". He found total loathing of the white man as unacceptable as total loathing of the black. He wanted to be successfully merged person: he'd had enough, he says, of separate development. Again and again he had to remind himself that he wasn't in any sense a foreigner. "I kept forgetting that." At one and the same time securely and insecurely British, he visited Pakistan. This was simply to re-stage some of his nightmares. "In Pakistan, England just won't go

away." He found that the middle class were as given as the worst of white racists to shouting, at least inwardly, "Pakistani! Pakistani!" They knew why the British misunderstood the Pakistanis. It was "because they saw only the poor people, those from the villages, the illiterates, the peasants, the poor. If the British could only see them, the rich, the educated, the sophisticated, they wouldn't be so hostile". Racism, Mr Kureishi concludes, goes hand in hand with social inequality. Making disdainful faces at each other in a world of mirrors, we end up making faces at ourselves. This murderous exclusiveness of origin tangled with class is a universal human condition. In this bitingly original essay, Mr Kureishi has found Pakistan to be a society that, having started to look for itself, found itself in the 8th century. Sexually segregated, it throbbed with sexual tension. Yet it was a country in which it mattered what you thought. "People put chairs in a circle, sat down, and talked." Back in England

he saw that this other home of his spirit was overflowing with information: which, however, "couldn't bite through the profound insularity and indifference". There was a taboo on argument.

A passage that reminded me of an occasion, about the time when Mr Mohanti arrived in England, 1960 - when I was the presenter for programmes on the old Network Three under the title "The Changing Caribbean". There were BBC studios brimming with deeply argumentative West Indians, the writers George Lamming and Sam Selvon dominant among them: a passion of discussion in a setting of bewildered British blandness. I remember particularly a bus conductor from Trinidad, amazed that he knew so much more about British history than his British colleagues, and that so many of them believed the merest hint of argument would end only in fist-cuffs.

Mr Mohanti, in unvarnished simple sentences that can be impressive but make verbal light and shade impossible, writes lovingly and wistfully of the poor Indian village he comes from, of the qualities that make it warmer-hearted, more sensitive and hospitable than most of the English settings he has known. At times the balance is so persistently one way that the most sympathetic English reader may rebel. It's all true, but even an intelligent long-staying visitor may fail to register local virtues, or the shades of virtue that are the possessions. Mr Mohanti's England is always seen somewhat from the outside: when he quotes an Englishman's speech, it is never quite right. This is not to dispute anything he says: it's to suggest that another mirror needs setting up alongside his. His own variety of exile is strikingly expressed: in London he has "learned to live alone... in a dream world surrounded by violence and racial tension". It must be said that he is as deeply critical of modern India as he is of modern Britain.

In Mr Phillips' novel - which follows its splendid debut with *The Final Passage*, now in paperback - the story is of having been an exile in Britain, and then finding oneself an exile back in the Caribbean island of one's birth. Bernard Francis has been living in England for 20 years as a sort of trancer, going there as a high-flyer, finding himself a low-flyer. His arrival back home is an experience of bleak dismay: the same place, but so differently different. A hostile former friend accuses him of "wanting to invest in the place you remember, not the place that is". A *State of Indifference* is memorable about the ultimate plight of an exile: finding he has roots nowhere at all.

were bewildered, or shocked by loss of comradeship or promotion. "A dreadful blow," a British officer lamented. "I was just beginning to enjoy it." Americans felt bereft of a final grand attack, though the British and French were anxious to forestall American domination. "I suppose our campaigns are ended, but what an enormous difference a few more days would have made." (Pershing). Omar Bradley, Matthew Ridgway, Eisenhower, Jean Dorian, feared the eclipse of their careers. Some German officers shot themselves as discipline lapsed into soldiers' Councils and local Soviets, and Thomas Mann feared tribunals and executions, including his own. Unlike his brother Heinrich, he had applauded the war, as bringing *Kultur* to western decadence. Meanwhile, Goering was shouting, "Our time will come again". Others were equally positive: Wilson intoned about a "disinterested justice" securing lasting peace. Edison made a "peace record" for international reconciliation. Asquith thought that war would now be "as absolute anachronism", and Einstein rejoiced that militarism and bureaucracy were now "thoroughly abolished". The defeat has worked wonders. Milka, however, thought the Armistice terms were the best possible cause of a future war. Goebbels hoped for the return of "intellectual and spiritual values", and a soldier assured Gertrude Stein that peace would last 20 years.

Much here shows the unreality of the German revolution, which destroyed only the dynasty. Rebel councils; the Republic itself, were soon relying on the old Officers Corps for protection, even leadership. This book, sober but absorbing, emphasises yet again that what should happen often does not, what people should feel can be the reverse of their true feelings, and the pace of real historical and psychological change is justifying.

## War-weary

by Peter Vansittart

Gene Fowler considered the False Armistice began the Roaring Twenties. It fooled Malraux, awaiting call-up. "His first brush with history would be a false one." It was not the last. Lieutenant J B Priestley got free champagne from a Colonel, furious when discovering the mistake. The real Armistice, negotiated in the famous railway carriage, occasioned fierce emotions. Ironically, the Germans occupied a resplendent coach of Napoleon III, lost in 1870. Clemenceau, who had seen the Prussian victory parade, now wept in his revenge. His terms, later condemned for vindictiveness, were mild compared to those already inflicted by Germany on Russia, and he could cite Bismarck's dictum that the defeated had no rights. The Germans were allowed 72 hours to consider. In 1940, Hitler allowed the French 12. In Berlin, Weintraub's observers recorded the Kaiser clanking at unreal loyalties, claiming that as a descendant of Frederick the Great he would never abdicate for "a few hundred Jews and a thousand workmen" before fleeing to Holland and begging "a cup of hot English tea". French began wondering whether *Schlus* (full stop), so frequent in the telegrams, could be the new German Chancellor. Erich Remarque, three wounded, observed the German retreat, while distant civilians were already investing the "stab in the back" excuse. William Manchester, wounded, lay unattended

for five days and had his death certificate signed, religious charity officials noting his Masonic ring with displeasure.

There are comments from young Himmler, Hitler, Bormann, Rommel, Zuckmayer, Brecht, George Marshall, and the already controversial Douglas MacArthur. Beatrice Webb rejoiced in England that "Men of property are everywhere trembling", and a London armistice party, scarcely harmonious, included Diaghilev, Augustus John, Osbert Silwell, David Garnett, Aldous Huxley, Duncan Grant, D H Lawrence, Lytton Strachey. In Chicago saturnalia, with girls dressed as men, seven were killed. Lloyd George contrived to be discovered by Chaim Weizmann reading the Psalms, before lying about food supplies for Germany. Weintraub extracts remarkable human diversities. All armies suffered from mutinies, black marketeers, deserters, often overlooked in official histories, selling off staff cars and weapons, plundering convoys, robbing trains and houses. Civilians might plunder their own defenders. British corpses were mutilated. Many citations still shock. One of Haig's smartest aides finally saw the terrible mud. "Good God, did we really send men to fight in that?"

At once fire, one could ring with eerie stillness. Some soldiers continued shooting, in incredulity, habit, or the sporting instinct. Others

A Stillness Heard Round the World. By Stanley Weintraub. Allen and Unwin £16.95. 0 04 940090 8.

The First World War ended dynastic Europe at the cost of some 20 million deaths from battle and disease. Through contemporary witnesses, this book evokes the last momentous days before the Armistice, November 11, 1918 in which combatants might stand as if stunned, in awe or bewilderment while, in cities the world over, civilians surrendered to uncontrolled organic rejoicings, vengeful, often sinister, with the Kaiser dangling in effigy and from which, in London, people like Noel Coward, Oswald Mosley, Graves, Sassoon, Virginia Woolf, Joseph Conrad, Rider Haggard, Ford Madox Ford and Arnold Bennett recoiled in disgust.

The book has a vast range, quoting from Raymond Massey in Siberia, William Gerhardie in Vladivostok, from Ronald Storer in Jerusalem, Captain Dreyfus at Orleans, Harry Truman near Verdun, Thornton Wilder at Newport, Rhode Island, and scores of others. The Armistice was preceded by hunger, general war-weariness, disaffection, even mutiny in the wake of the Russian Revolution. Significantly, the defeated Ludendorff had been replaced by a railway specialist, happy for wholesale retreat. "Jewish scribbles", wrote Thomas Mann, were preparing for power in Munich. Strange rumours abounded, such as the Pope's death at the front, trying to induce peace. In a newspaper scoop that misfired, the Armistice was proclaimed some days prematurely with blazed celebrations in America. Watched by Mary McCarthy and Gloria Swanson, even the staid Woodrow Wilson showing the "unwieldy crowd" a "mouthful of white teeth".

## Paperback history

R C Richardson looks at the latest reissues on the Tudors and Stuarts

Today's sixth-formers and undergraduates are confronted with an enormously extensive range of paperback editions, some of them originals. Varying in price from £3.95 to £9.95, the nine books which form the basis of this review article all made their appearance in the second half of 1985. Most are reprints of books first issued in hardback within the last three years. Three, however, were first published in the Seventies; one is a completely revised edition of a popular textbook first launched in 1964. Some, by today's standards, are "bargains" which optimistic publishers are aiming directly at the student market. The most expensive, at just a fraction under £10, seems destined to remain books for libraries and for specialist researchers. With one or possibly two exceptions all these paperbacks seem welcome and worthwhile from the consumers' point of view.

The chief exception is Patrick Morrah's *Restoration England* (Constable, £9.95). First published in 1979, it is described on the cover as "a complete and wide-ranging reference book". Sadly, it is nothing of the kind; the author's own preface speaks much more modestly and realistically of simply building up "a picture of what some aspects of life were like in England in the period immediately following the return of King Charles II". Whether it succeeds even in this is another matter. Aiming at intelligibility rather than pedantic accuracy in the presentation of names, the author none the less prefers to speak of the "Stewart" dynasty. Footnotes are easily dispensed with, as was original research. The bibliography positively bristles with great historians like Arthur Bryant, Hester Chapman, A L Rowe, and G M Trevelyan. Built on such foundations, the result is a slight, undemanding and journalistic book from which the innocent and unsuspecting student should be protected at all costs.

### Primary sources

Extraordinary though it may seem for such a well-known text, *The World's Classics* newly-issued edition of *The Diary of John Evelyn* (OUP, £4.95) is the only one currently in print. This is a pity since John Bowles' introduction is distinctly limited in range and short of questions; the supporting bibliography is perfunctory. Moreover, though selection is obviously a very personal business on which few will ever wholly agree, there are legitimate grounds for questioning the amount of space allocated here to Evelyn's early travels in France, Italy and Switzerland; the prime interest of the diary (or more accurately, memoirs) surely lies in other directions. But so many good things remain about 17th-century English politics, social and economic life, culture, and science, that the student will still find it a rich quarry. Evelyn's extended descriptions of Charles II's re-entry to London in 1660, and of the Plague and Great Fire are justly famous, but some of his more laconic entries, such as those recording the execution of Strafford and the "murder" of Charles I, deserve no less. Indeed to the serious student one of the chief sources of interest in Evelyn's *Diary* is the access which it provides to the author's own bias and political and religious preferences. References to "the giddy people", to the "phantasies" to the "unnatural" Civil War, leave us in no doubt where his own sympathies were grounded. The famous account is here of the Frost Fair on the Thames in 1684, as well as excruciating details of judicial torture, surgical operations, and of the botched execution of the Duke of Monmouth.

*The Little Letters* (Penguin, £4.95) is a selection from the luxurious and costly, six-volume edition of those writings edited by the veteran scholar Muriel St Clare Byrne and published in 1981. (For such a modest price one obviously cannot expect anything of the luxury of the original edition, but there seems to be no point at all in cramming four sheets of reduced (and therefore indecipherable) facsimiles of manuscript originals on to a single page.) Originally seized by the Crown in the search for incriminating evidence, these letters have been drawn or selectively by historians since the



Mary II and Philip II: Antonio More, 1558

19th century when they were first calendarised. But such piecemeal use concealed their natural coherent unity. Even in this selection of less than 350 letters (compared with over 1,900 in the six-volume edition) and with a new arrangement dictated by the severe reduction in material, that coherence remains. The student is drawn into the kinship networks which dominated both society and politics, into family relations, estate management, education, military affairs, into patronage, and the harsh realities of the Restoration politics of the Cromwellian revolution in government. Students raised on Elton's re-interpretation of the early Tudor period will therefore appreciate the various insights which the *Little Letters* can offer and find this selection an agreeable introduction to the initially daunting category of primary sources. And in purely human terms the material is so accessible, and at times so exciting, that few will be unwilling to make the effort. Those with a curiosity which extends beyond the mainstream of history into adjacent territory such as style and language will also find the *Little Letters* a richly fascinating source and Miss Byrne - an old-fashioned historian of the first order - an excellent and useful guide. Her enthusiasm for the letters to which she devoted over 40 years of her life, though occasionally excessive, is usually infectious. Her decision to print a basically modern text of the letters with periodic reminders of the underlying diversity of renderings of form and spelling, is a doubt one with which today's students will agree. This is a text which seems certain to become widely known and used.

### Detailed Scholarship and Re-evaluation

All students taking courses on the English Revolution will be familiar with *Pride's Purge* and its place in the deteriorating relations between Parliament and the Army and in the train of events which culminated in the execution of Charles I in January 1649. Many of them will already have encountered David Underdown's study of that subject first published in 1971. Out of print for some time we now have a welcome, if expensive, paperback re-issue. (*Pride's Purge: Politics in the Puritan Revolution*. Allen and

Unwin, £9.95). Those who have an acquaintance with the book will know that though the purge of parliament provides the title and focus of the book, the sub-title is more indicative of the scope of the investigation. What is offered is a major re-interpretation of the political tendencies and events of the Revolutionary decade which departs from the old Presbyterian/Independent explanations and the belief that national politics could be explained without reference to the local communities. Rightly recognized on its publication as a work of seminal importance, *Pride's Purge* has stood the test of time very well. But it is a pity that the author was allowed only a two-page preface for the reprint in which to draw attention to relevant books and articles which have appeared since 1971. It is hardly sufficient to take account in a single paragraph of a collection of important studies which includes Hill's *World Upside Down* (1972), Worden's *The Rump Parliament* (1974), Kishlansky's *The Rise of the New Model Army* (1979), and Woolrych's *Commonwealth to Protectorate* (1982).

*The General Crisis of the Seventeenth Century* edited by Geoffrey Parker and Lesley M Smith (Routledge and Kegan, £5.95) is a reprint of a more recent original (1978) which may help to keep alive a famous controversy which has shown some signs of subsiding. Its value for students of this period is threefold. In the first place it brings Holland firmly into the discussion of the 17th-century crisis. Second, it looks beyond Europe and shows that South America, Guinea, Angola, Japan and China experienced revolts and upheavals at much the same time as countries such as England and France. Third, it examines the general preconditions, including climatic changes. Students will be intrigued, though perhaps just a little sceptical, of the final chapter on "The 'Maunder Minimum': sunspots and climate in the reign of Louis XIV". Who would have suspected even 20 years ago that serious claims could be advanced concerning the conjunction of political crisis and "the Little Ice Age"?

**Textbooks**  
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continued from page 27

the more sober pages of Roger Lockyer's *Tudor and Stuart Britain 1471-1714* (second edition, Longman, £6.95). Since it first appeared in 1964, this has established itself as one of the most successful and widely used textbooks at A level and beyond. For the second edition the book is not simply up-dated so as to include the latest research; instead it has been almost completely re-written. Custodians of increasingly scarce resources, therefore, can feel reassured that effectively this is a new book and as such a necessary addition to the classroom and library. The author has an enviable gift for clear exposition and skilfully guides the reader through the endless controversies to which this period has given rise. But in one respect, at least, the book has a traditional appearance. Its chapter headings proclaim a heavily political approach. It is true that there are occasional overview chapters dealing with demography and the state of the economy at different junctures. Such material, however, is never fully integrated into the rest and it is clear that the centre of interest of this book lies elsewhere. For this reason *Tudor and Stuart Britain* remains pre-eminently a sixth-form textbook. Most undergraduates will need to make linkages between political, social and economic history which for the most part this book does not attempt.

J R Western's *Monarchy and Revolution. The English State in the 16th and 17th Centuries* (Macmillan £6.95), on the other hand, was designed more for those on first degree courses than for those studying history in schools and sixth-form colleges. Less of a textbook than Lockyer, its chronological scope is more limited and its treatment of constitutional, financial, religious and diplomatic issues more sophisticated. Written by a distinguished master of his craft, the book has become justly famous and deserves the new lease of life which this reprint will provide. Its author, sadly, was dead even when the book first appeared 15 years ago. It would have been easy enough, however, for the publishers to commission from another expert in the field a new bibliographical introduction. This would have enhanced the value of the reprint and provided a helpful framework within which to read the text. After all, research on this century has moved on at a relentless pace.

### Synoptic overview

The *Shakespeare Illustrated History of Britain 1485-1789*, edited by Kenneth Morgan (Sphere, £3.95) - a paperback re-issue of the *Oxford Illustrated History* - was not intended to offer a detailed exposition of research. An allowance of roughly 70 pages of text per century and a one-page supporting bibliography would, in any case, have made this impossible. But its authors are well-chosen experts - John Guy on the Tudors and the redoubtable John Morrill on the Stuarts - and they offer an agreeable mixture of effective generalisation, incisive comments and crisp judgements. A more detailed table of contents at the beginning would have made it more convenient for readers to use this book, but of its kind this is a *tour de force* which should whet the appetite of the non-specialist.

### Biography

Jasper Ridley's *The Statesman and the Assassin. Thomas Wolsey and Thomas More* (Constable, £6.95) though not a great work of scholarship will have a certain utility for students of this period. Its final chapter on 'The Verdict of History', however, has a value which extends beyond the immediate boundaries of its subject and period. In comparing trends in the development of the posthumous reputations of the 'saintly' More and 'the ruthless, avaricious and self-centred' Wolsey, Ridley reminds his readers of the integral place of historiography in historical studies. That verdict is able to draw on provisional and dependent not only on evidence itself but on the historian's own vantage point and predispositions is a lesson which needs to be taught. Syllabus changes for the sixth form will have the salutary effect of ensuring that the lesson will begin to be taught in the schools and cease to be a largely unprepared-for revelation enjoyed by first-year undergraduates.

R C Richardson

The author is head of the History Department, King Alfred's College, Winchester. His books include *The Debate on the English Revolution* (1977).



## Dainty dolls, and mischief makers

Audrey Laski on the latest paperbacks

Of the making of series there is no end. I suppose if little children can have stories about ragdolls like Barnaby and Bell and the Birthday Cake (Pamela Oldfield, illustrated by Jenny Williams, Picture Corgi, £1.50) there is no real reason not to give addicts of fashion dolls a series exemplified by *Stinky and the Royal Visit* (Sue Tarsky, illustrated by Lorraine Spiro, Young Corgi, £1.95), but I found her invariably doll-smirk discouraging. Equally so is Puffin's new Step Ahead series for anxious parents (Can You Count?, £1.75), helping them to help their young children become numerate in a remarkably old-fashioned way which their own earlier series by Rose Griffiths should have made obsolete. Nor was I greatly cheered by MacDonald's *Out and About* series of little picture puzzle stories for pre-school children such as *Lucy goes to Playgroup* (Rosemary Border, illustrated by Lynne Byrnes, 99p), though the idea is a good one; the illustrations are stilted and although there are some brown faces visible, none of the children central to the tales is other than indigenous.

I preferred Patricia Lamont's illustrations to Ennals and the Purple Paint (Magnet, £1.75) and much preferred Dorothy Edwards's real, naughty heroine. Children need to read about mischief and even about bad feeling like piglet Pearl's irritation with her baby brother in *Olak and Pearl* (Kay Choro, Young Puffin, £1.75), an enchanting early reader. Similar sibling problems are expressed and, always, admirably illustrated by Shirley Hughes in *The Trouble with Jack* (Picture Corgi, £1.50), while Charlotte Firmin's cheeky pictures point Mary Dickinson's tale of a grumpy boy and his skilful mother *New Clothes for Alex* (Hippo, £1.75).

A good tale of home and school which addresses ethnic difference and harmony with unclouded positiveness, probably essential for this issue at seven-year-old level, is *Kamila and Kala* (Jemima Gwin, illustrated by Thelma Lambert, Magnet, £1.30). The illustrations make it clear that the threesome who achieve a credible piece of crime prevention in *Burglar Bells* (John Eccott, illustrated by Maurice Bradley, Young Puffin, £1.25) are ethnically mixed, but this is not an issue in a simple but engaging adventure story for a similar age-group. For these young readers, there are two stories about the perennially loved dragon as a visitor to school; *Charlie Emma and the School Dragon* (sometimes Margaret Greaves's mag of the spongy children and their dragon friends illustrated by Eileen Browne, Magnet, £1.30) while *A Dragon in Class 4* (June Counsel, illustrated by Jill Bennett, Young Corgi, £1.50) introduces a new beast; the stories are remarkably similar, and my preference for the second was only marginal. Dragons are unnecessary to spur the ludicrous happenings in and around Bortham Primary School in Hazel Townsend's *The Starling* (see page 28).

## CHILDREN'S LITERATURE

translated by Tony Ross, Beaver, £1.25; the humour is broad and rather unkind, which will make it popular with nine-year-olds.

By contrast, the subtleties in Charles Schultz's work make the hefty collection *Peanuts at School* (Hodder and Stoughton) the perfect to a loved teacher for any junior class which can cope with the necessary £4.95. Nevertheless, *Peanuts* is not to everyone's taste; I think I can safely defy anyone not to laugh at Jimmy's *Boo Boonies* back, another wonderfully tall story by the team of Trinka Hakes Noble and Steven Kellogg (Hippo, £1.50). There is a curious resemblance between Jimmy's pot snake and the magical tuna-fish which brings gifts of appropriate dance equipment to the multi-ethnic children in *Watercross* (Tuna and the Children of Chempion Street, Patricia Grant, illustrated by Robyn Kahukwa, Picture Puffin, £1.95), a strange and compelling fantasy. The *Bedspread* is another compelling picture book, because the detail of the lives of Sylvia Fair's two old ladies and their embroidery is so fascinating (Picturemags, £2.25). In his progress through the great folk-tales Errol Le Cain has reached *The White Cat* (Picturemags, £1.95), which he handles with tender radiance.

Traditional tales form the basis of the ghost stories in *Ghosts at Large*, and though some are grim enough, they are pleasantly free of the nastiness which disfigures some recent examinations of the genre. Susan Price's plain style would read aloud well (illustrated by Alison Price, Puffin, £1.25). The apparition *The Ghost and the Goggle Box* (Duncan Ball, illustrated by Noela Young Angus and Robertson £1.95), though mischievous, is harmless enough; this is an odd and original little Australian story of family life. The Mittermeier family fear a ruined holiday because of the weird behaviour of their English exchange guest in *Christine Nostling's But Jasper Came Instead* (translated by Anthea Bell, Beaver, £1.50); this 'Austrian' novel is a superbly funny and actually very serious about mental disturbance. For younger readers, *Callie's Castle* is also a family story which reaches more depth than may be apparent at first, in dealing with the feelings of a loved but resentful stepchild (Ruth Park, illustrated by Kilmeny Miland, Angus and Robertson, £1.95). There is still greater depth and power in *Chantrelle* (Geraldine North, illustrated by Jennifer North, English, half-Oriental, and the book confronts first her painful bereavement, then her problems of adjustment to life with grandparents in two remarkably different environments. The courage and sense with which Geraldine North's story is told is a pleasure to read.

Cecil Beaton's excellence as a fashion photographer is the fact that his images ranged far beyond the confines of the beau monde. This picture, taken in an overcrowded Chinese hospital in 1944, was one of the many images he brought back from his stint as a roving war photographer. *Josephine Beaton's Beaton in Vogue* (Thames and Hudson £25.00) compiles drawings and paintings as well as some of his finest photographs, and acts as a good foil to Hugo Vickers' excellent biography, republished next month in paperback by Weidenfeld.

## Personal pathway

Advanced Physics Study Course. By W Bolton. John Murray £5.45, 0 7195 4252 9. Physics. By C A Milward. John Murray £2.95, 0 7195 4092 5.

Mr Bolton continues to provide slightly unusual but extremely useful books about ways in which to learn scientific and technological subjects. A new approach to A level physics offers exceptional guidance.

This is not a textbook. Instead, there are sixty lessons in eight chapters, covering the normal syllabus content. But the lessons do not set out the subject matter in any conventional form. For that, there are references to some of Mr Bolton's other books (such as the *Study Topics in Physics*) and the established writings of, for example, T Duncan or M Niekron and P Parker. The lessons then comprise a statement of aims, instructions for study of specified parts of the books in the reference list, graded self-assessment questions together with an annotated discussion of appropriate answers, and a summary of 'key points' (definitions, formulas, laws and so on).

The success of this technique is dependent on a number of factors, not least the motivation and determination of the individual student. A preface suggests that individuals are a prime target of the book; although the lessons could, naturally, be used as a basis of classroomwork. In such a context, the need for notetaking and the use of



sheets of exercises would be eliminated.

Assuming a willing student, however, there should be little doubt about the validity of the procedure as a personal pathway to success, whether in the form of a first introduction to post O level work or - and especially - as a basis for revision and immediate pre-examination preparation.

A word might be added about the self-assessment questions. The assigned reading should ensure a good acquaintance with the theme of any particular lesson. The questions follow, coded into three categories. At one level there are 'preparatory questions' designed to develop understanding. Then come questions that might form part or all of an A level examination question. Last, there are questions forming 'extensions of the subject beyond core A level or of a greater difficulty'. All these, together with the selection of material in the different arrays, carry the hallmark of good teaching practice. The result can be recommended.

F W Kellaway

## Whys and wherefores

Teaching Science. By M K Sands and R Hull. Macmillan Education £3.50, 0 333 37821 0.

The teaching skills workbooks in the Focus on Education series now include a meritorious contribution on science. As with the companion titles, the prime consideration is not on what pupils learn, but on how they learn and how teachers teach. Without demanding excessive introspection, the intention is to encourage teachers to think about the whys and wherefores of their work. This book's target area is threefold: experienced teachers of science who are qualified in the subject, other qualified teachers with experience in differing disciplines who are called upon to teach science, and less experienced teachers.

Once again, in common with users of other books in the series, it is the last set who should gain most from the sensible (if to the practised hand somewhat obvious) guidance on lesson preparation, the handling of practical work, marking and assessment, appraisal of performance, and so on.

But everyone concerned with science teaching could benefit from this analysis of the day-to-day problems, and the longer-term implications, of life in the science classroom and laboratory. At the outset, a discussion of 'why teach science?' and of the aims and objectives (the distinction between these is strongly made) should be thought-provoking. A section on class management and control is particularly sage about safety, while good sense abounds in pages about the organization and availability of resources, the teaching of mixed ability classes, the scientific vocabulary, and much more.

The authors are in no way didactic. They suggest options, they encourage experimentation and advocate self-analysis, and they offer a framework of advice for personal improvement and development of the quality of the reader's teaching. But the whole must be better informed about purposes, procedures and techniques. A well chosen bibliography gives pointers to further reading.

F W K

Further science reviews on pages 55-66

Chris and Pat Mason

## Desert dwarves

Mongoose Watch. By Anne Raza. John Murray £10.95, 0 7195 4240 5.

To produce this book Dr Raza concentrated her studies, often in conditions of considerable discomfort, on a group of dwarf mongooses in the Tara Desert in Kenya. She found these attractive animals to be highly intelligent, well organized, with a social system far in advance of any other animal - except man. The course of evolution required that mongooses should be able to communicate without attracting the attention of enemies to themselves. As

a consequence, they have developed a complicated and intricate 'speech' consisting mainly of quiet calls which have a high carrying power and which convey to other members of the group information on where they are going and what they have found.

This is an excellent example of those all too few books which, by concentrating on one species of animal, are at once compelling reading and valuable contributions to the literature of zoology.

R C Vernon

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# TATTOO



"Tattoo Club of Great Britain" from Britons by Neal Slavin, an American photographer's eye-view of British people at work and play (Andra Deutsch £25.00 until June 30, £30.00 thereafter). The portraits, taken on a giant Polaroid camera, are on display at the National Museum of Photography in Bradford until June 29.

## Objects and desire

Containing Passions: the Dynamics of Popular Culture. By Judith Williamson. Marion Boyars £12.95, 0 7145 2828 5.

Judith Williamson's first book, *Decoding Advertisements* (1978) has sold more than 20,000 copies and is still selling. No doubt that fact has some influence on her publisher's decision to bring out this collection of magazine articles, with a few short essays and a talk tucked on. For that is what *Containing Passions* is, despite its portentous subtitle, flatulent introduction, footnotes and "Select Bibliography".

Ms Williamson was a founder member of the *City Limits* cooperative, and many of the pieces collected here are from that magazine, and from the *Time Out* of yesterday. They are grouped under snappy titles - *Modern Girl* for women and sex, *Picture This* for photography, *Hollywood Nights* cinema, and *Do Nothing* politics. The pieces vary greatly in quality and readability from an heroically turgid account of Cindy Sherman's photographs, through an effective demolition of an absurd book called *The G Spot* and *Other Recent Discoveries About Human Sexuality* and a close reading of the appalling but semiotically lucid film *10*, to a marvellous rave review of *Miss Piggy's Guide to Life*.

If only more of the book lived up to the *Miss Piggy* piece. Much of it is tedious, humourless and wrong-headed, full of statements like "The threat posed to a value system based on possession of the penis, by the very possibility of its absence, is enormous." Such sentences, ill-written and with every clause open to argument, abound. According to Ms Williamson, the family is "a relic from an earlier, feudal era", happy snapshots are part of the "systematic misrepresentation of childhood and family life" (my italics), the activities of the printing unions are "attempts to control their product, newspaper articles, etc" (mine again), "female bodily characteristics are supposedly funny, while male ones (patently aren't) (the opposite is surely truer)." Sometimes Ms Williamson finds herself forced to take issue with her natural allies. Thus she disapproves of the anti-nuclear movement's emphasis on the threat to "bourgeois family life" and the Greenham Women's excesses of elemental femininity. It cuts her to the quick that "some of the left seem now to have accepted the bourgeois equation of private ownership with freedom and the devolution of power". But, but.

This last quotation comes from the concluding essay, *The Politics of Consumption*, a kind of companion-piece to the introduction. These together construct the supposed thesis of this rather random book: that passions and desires are being translated into consumable forms; the need for which locks us into bourgeois consumerism. It would be unfair to paraphrase this. "If you weren't buying that Walkman, you could be starting the Revolution". But not too unfair. Ms Williamson is not all ideology, though: in the Introduction she suddenly bursts into "Maybel's because I'm a Londoner" (and in a piece on home ownership she admits that "I remember the title of a book on my parents' shelves, ingrained in my mind for 25 years: *London Belongs to Me*". Not just a socialist and feminist, also a sentimentalist perhaps?

Nigel Andrew

## Bad books

Peggy Heeks on a dismally ineffectual Government report

Report by the Minister for the Arts on Library and Information Matters during 1985. HMSO 0 10 223486 8.

You will remember the curious incident of the dog in the night. "The dog did nothing in the night." "That was the curious incident" replied Sherlock Holmes. We now have the curious incident of the report to Parliament by Richard Luce, Minister for the Arts, on *Library and Information Matters during 1985*. One might have expected that a new Minister would have tried to impress, or that his advisers could have found plenty to say on a nation-wide service at a time of rapid change, not to say stress. Instead, Parliament was presented with two short pages, hardly meriting the name of annual report.

They are, however, a remarkable two pages. First, the Minister appears to have voluntarily reduced his duties. The current Public Libraries Act places on him the duty "to superintend and promote the improvement of the public library service". This has now been reduced to "oversight". Next, we have the Minister's strange view of the level of spending on public libraries. He says that we should continue to "contain" expenditure. The Library Association and the National Book Committee say that the service is being ruined by cuts. Who is right? An objective answer lies in the annual Public Library Statistics published by the Chartered Institute of Public Finance and Accountancy. A glance at these would have shown the Minister and his advisers that we are indeed into reduction not containment. 1985/86 brought a decrease on the previous year of 1.6 per cent in total expenditure, and of 5.7 per cent in spending on professional staff.

The Minister scores no better on his identification of "areas of concern". His first good idea is to reduce the number of libraries. The statistics could have shown him that this has already been done, with a fall of 10 per cent since 1974. The second thing the Minister has noticed is that he gets complaints constantly from the public about declining book funds. From this he is led to wonder "Should we give

higher priority to books" and to propose that "all activities should be subject to stringent testing". There is no amazing mystery about such suggestions. It is the Minister who has the responsibility for seeing that public libraries are efficient. It is his library advisers who should be carrying out the day to day work of assisting the local authorities maintain efficient libraries, just as HMI assist local education authorities in respect of schools. But the Minister's advisers have now been reduced to two in number, and have long departed from even pretending to assess performance. How difficult from earlier days. In 1975 the library advisers were able to report that they had made visits to a third of the library authorities during the year, and that since appointment "had carried out an intensive programme of inspections, studies and less formal visits". Even the Minister's contention that book funds have suffered more than other areas of library budgets is questionable. The statistics for 1985/86 show that books accounted for 15 per cent of total expenditure, staff for 51 per cent; two years later books had risen to 16 per cent and staffing costs fallen to 51 per cent.

Librarians and library users must feel dismayed at this first formal report of the Minister, a report that shows a failure to grasp either the facts about current service levels or the responsibility of his Department to promote and improve library services. Public libraries are a community bargain. Last year in my home county the library cost £5.70 a head, and it gave access to a million books. The national average at £6.90 was roughly the cost of one book. Public libraries are trying to meet the challenges of social and technological change while maintaining basic services, all in the face of reduced rate-support grants from the Government. They need help in this process. The cheapest improvement would be restoration of the cut posts in the library advisers' section so that it can carry out the support role that it so needed. But, at least, let's not be offered the pretence that libraries have not suffered through central government policies.

## Days in a life

Marches Past. By Peter Fuller. Chatto & Windus £9.95, 0 7011 30377.

In Peter Fuller we have one of the most voracious of art critics. His is a valuable voice, challenging and acerbic, if a little too readily inclined towards polemic. In recent years his articles and reviews have often had an insistently personal bias. It comes as no surprise, therefore, to learn that at the age of 39 he has published an autobiographical memoir. Its framework is provided by diary entries made on March 28 and 29 over a four-year period, 1975-78. Each time the anniversary of these two dates recur, he reworked the material written the previous year, adding to it commentary, intellectual argument, anecdote and personal reminiscence. By the end of this book the reader has in outline the author's entire life.

The splicing up of his material enables Peter Fuller to take us back and forth over the years during the course of one day. Parallels are cre-

ated, ideas and thoughts echoed and developed, past and present attitudes compared. This original organization is compellingly skilful: the over-riding impression is not one of synchronic fragmentation but of a steady growth in understanding, a diachronic grasp of an intellectual moving towards greater self-realization.

What curtails this book's achievement is Fuller's inability to extend beyond his own frame of reference: there is no imaginative leap or rare, revealing insight. Often, as when he details the contents of a Manhattan sex shop, his considerable descriptive powers lead, not to any psychological or moral insight, but only back to himself, to his physical reaction or state of mind. He cannot look at an Edward Hopper painting without registering that it was made four years before he was born. When summarizing the *New Left Review* on the state of Marxism in 1960, he has to add that he was then about to be incarcerated in a public school. The obsession with self is further enhanced by psychoanalysis.

Frances Spalding

## Game of the name

Place-names have given rise to fanciful etymologies, even more recently than the writer who asserted that Pindon Hill was so called because it marked the place where the end (fin) was down to the war between England and Scotland. P.H. Reaney (*The Origins of English Place-Names*, RKP, £4.95), has some hard words, especially for local historians whose linguistic training has been less rigorous than his own. His book, first published in 1960, describes his methodology: study of all recorded forms of the name - there may be dozens - and analysis of them.

"In the light of a thorough knowledge of the history of English sounds", not forgetting that variations in place-names are more arbitrary than other linguistic changes.

Unfortunately, Reaney's style, tending to complex sentences packed with examples, makes tedious reading. Most people will prefer a dictionary format: the standard work being Ekwall's *Concise Oxford Dictionary of English Place-Names* (Oxford, 1960). In 1983, appeared A. Conche's *Dictionary of Modern Place-Names in Great Britain and Ireland* (now an Oxford paperback, £2.95), which ex-

amines the origin of names after 1500. This is more history than linguistics, and derivations are sometimes convincingly supported by printed and other sources. It includes some fascinating details, like Welsh chapel names (Bethesda), inn-names (Craven Arms), euphemistic re-namings (Netterton was once Netter Shilling-ton, though the earlier name was derived from the innocuous Snytt's Farm), and a variety of commemorative names, from the military (Waterloo-pole) to the literary (Westward Hol).

Robin Lane

## All biz, no buzz

Nicholas Shrimpton on the new Stratford season

Flight. By David Lan. RSC at The Other Place, Stratford-upon-Avon. Romeo and Juliet. RSC, Stratford-upon-Avon.

The new Stratford season has got off to a shaky start, with a poor play earnestly handled and a good play coarsely mis-read. The poor play is David Lan's *Flight*. In more than three hours of slow-moving, realist action it manages to turn some colourful, if self-indulgent, family history into a predictable political melodrama.

Lan's characters are Lithuanian Jews who flee from Europe in 1930 to settle in Southern Rhodesia. Fifty years and several flashbacks later they resume their exodus, gathering for Passover on the eve of a moonlight flit to Capetown. During this lengthy and technically awkward process (which requires actors to age 50 years in the course of an evening) the clash between one's duty to one's family and one's duty to humanity-in-general is laboriously explored.

Gideon Sachs, the heroically inflexible revolutionary, renounces his relatives and stays behind in Lithuania to serve the greater cause. Isaac Levine escorts his wife and sister-in-law to a new life in Africa but keeps the Marxist flame burning by deliberately subverting his family's material well-being. Hannah Levine and her son, Mike, enthusiastic capitalists who believe that charity begins at home, struggle to oppose this curious process but are (of course) mocked by the discovery that their prosperous house is built on the shifting sands of South-African political change.

The Jewish family, with its famous closeness, must have seemed a promising dramatic vehicle for this ancient debate. But in practice the theme and its embodiment constantly get in each other's way. The large questions are unasked because Hannah and Mike,

for reasons of realism, are insufficiently intellectual characters to state them. At the same time the family drama remains hollow because personal relationships take second place to abstract issues. Geraldine Fitzgerald contributes a confident cameo as Mike's pushy wife. Otherwise the performances are about as close to the Royal Shakespeare Company's normal standards as David Lan's text is to the Arthur Miller play he is struggling to write. Someone should borrow a blue pencil and cut this play down to its deeply-felt but very slender core.

Blue pencils are not, after all, in short supply at Stratford, as Michael Bogdanov's vulgar production of *Romeo and Juliet* vividly demonstrates. The Chorus disappears entirely, though his first eight lines eventually turn up in Escalus's mouth as a brisk substitution for the play's habitual confusion (everything, that is, from Juliet's suicide to the end), and loud rock music masks a multitude of similar excisions. Death by a thousand cuts would, however, be too gradual an analogy for the sudden murder which Bogdanov commits on this awkward play's thought, tone and temper. This is *Romeo and Juliet* for teenagers, but only if you make Mr Bogdanov's preliminary assumption that teenagers are fools.

The *mise-en-scène* is the fashionable contemporary Italy of Fiorucci, Benetton, Gaggi and Alfa-Romeo. Chris Dyer has designed an elegant and versatile set, all white marble and brass rails, on which the street-wise kids of Verona disport themselves. Benvolio rides a motor-bike. Tybalt swans about in an open-topped sports car (avoid the front half of the stalls, which gets badly polluted with engine fumes). Foils become flick knives and sword heads are soothed with Alka-Seltzer.

In this elaborate setting two rather rudimentary ideas are articulated. One is the notion that the feud is a skirmish in the class war, with *nouveaux-riches*



Capulets threatening the old-money Montagues. Inconsistent accents and a simple lack of pertinent material in the text mean that this comes to very little. The other is an attempt to make the play seem relevant to today's teenagers-in-love by importing the fashions, manners, music and speech patterns of modern adolescents. With the Chorus gone and soliloquy cut to a minimum, the play's sense of artifice vanishes. Instead we are offered a slice of life, or rather a slice of soap opera.

What this means, unfortunately, is that tragedy goes out the window. Everybody is concentrating so hard on tricks and mannerisms that they have no time to think about lines or emo-

otions. Niamh Cusack does an honest, professional job as Juliet, speaking clearly and firmly, and forcing a little stillness into the noisy nonsense by which she is surrounded. Her Romeo, however, is unnoticeably average and the erotic tension is as slight as the sense of tragedy. In the guise of provocative re-interpretation, Michael Bogdanov has actually reduced the play to a cosy and predictable fantasy, all biz and no buzz. At this address the customer is entitled to demand better.

Above: Niamh Cusack as Juliet, Robert Demeter as Friar Lawrence and Sean Bean as Romeo.

## Spectres

The Ragged Child. The National Youth & Music Theatre and the Tiffin School, Kingston.

Proof if proof was ever needed that it is not just the tirelessly enthusiastic Jeremy James Taylor who believes in the Ragged Child, but the National Youth & Music Theatre: clapping loudest at the end of his and their new show, *The Ragged Child*, was Mrs Suzanne Bradshaw, manager of the Canadian Children's Opera Chorus.

It wasn't difficult to see why. One did not need to be professional to enjoy every moment of it since it was, in every respect, wholly typical of the work of the NYMTC's Music Theatre. The story took us over familiar ground - set in the mid-19th century it focused on young Joe, a 13-year-old orphan coping in Henry Mayhew's London underworld. There were crossing-sweepers, seedy hooligans (of the proper sort: followers of the wild Irishman Patrick Hooligan) and the twin spectres of transportation and cholera. Giving the piece a more

rounded appeal there was also an account of the development of the "Ragged Schools" and of Lord Shaftesbury's struggle to improve the lot of the likes of Joe.

The story was told in 28 interconnected scenes, on a gloomy and often smoke-filled stage. And, as we have come to expect from Jeremy James Taylor, it was extremely well told too. One or two scenes were too long or altogether redundant (and will doubtless be removed before the production is performed by the full-strength Children's Music Theatre) but *The Ragged Child* was still an impressive piece of music theatre, very much to the taste of the audience - and Mrs Bradshaw.

"We don't have anything like this in Canada," she said. "You should be so proud of those children." We should indeed. Without exception, the work of the NYMTC's Music Theatre is properly and professionally alternating between pathos and pomposity.

Book now for the opening of the definitive version of *The Ragged Child* at the Pendley Arts Centre, Tying, in April. Failing that, catch it during August at the Edinburgh Festival or at the Bergen Festival, Norway, in May.

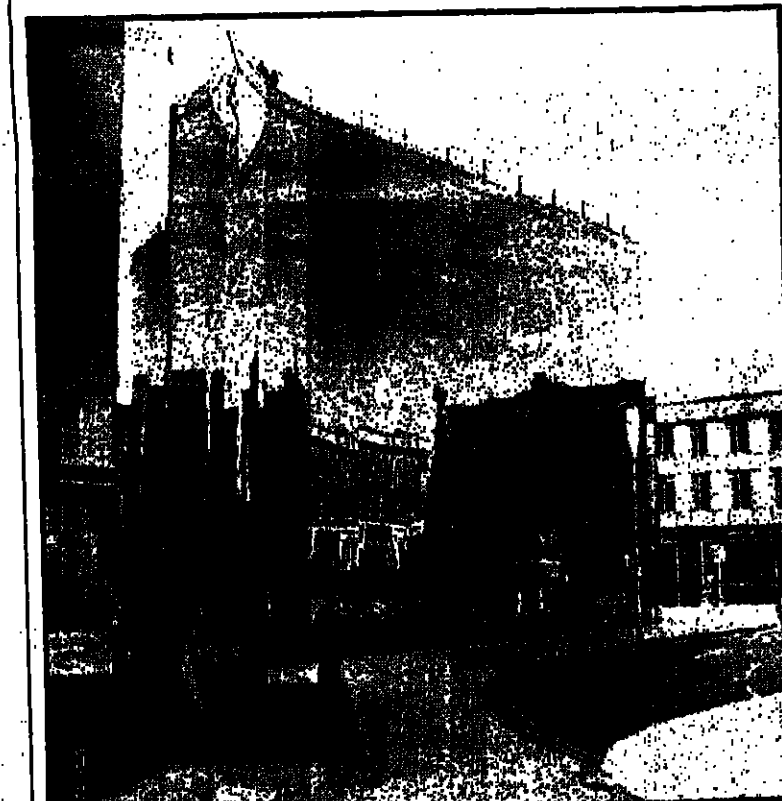
Hugh David

## Say-so

Modern Languages. By Mark Power. Belgrade Studio Theatre, Coventry.

Mark Power's play is about people and language, and in particular the way that what we say is so conditioned by context that the notion of there being any underlying objective truth never has a chance to arise.

It is set in and among the rooms and beds of three girls at various stages of a university career. Fran, second year modern languages, is outwardly sophisticated but insecure. Inside, Helen, second year history, is all-fury and instant reaction. Grace, first year history, is lonely and naive with a box full of soft toys. All have relationships of varying kinds with the same boy, Michael, whose language, mood and personality changes to match theirs.



## Transparent art

Glass in the Environment. Various London galleries.

"Glass in the Environment", the overall title of a three-day international conference and almost a dozen related exhibitions, represents an attempt by the Crafts Council, the Royal College of Art, the Royal Institute of British Architects and Pilkington's to encourage an innovative and ornamental use of the material by promoting links between architects, artists, designers, manufacturers and scientists.

The Council's own show, *Light Values*, is a largely photographic survey of British architectural glass from the 1930s through John Piper's and Patrick Reyntjens' stained glass at

Coventry Cathedral to Richard Rogers' topical Lloyd's Bank, with its seven-storey glass atrium of "pimped" panels that refract light and help reduce the heating bill. A more domestic dimension is provided by designs and actual pieces by Anne Saythe and Alexander Behebenko and a decidedly electrical one by Peter Freeman's iridescent neon installation. For a free poster-calendar and information on other exhibitions, telephone Mary Harvey 01-930 4811 at the Crafts Council.

Michael Clarke

Above: William Fisher and Dunas building in Jewish Architects' Exposed.

## Toil and trouble

Macbeth. Northcott Theatre, Exeter.

The bleeding sergeant's wounds are self-inflicted before our eyes, the lesbian witches share an orgasm of delight in men's misfortunes, Duncan's thanes come yomping over the moors with Tommy-guns at the ready, and eventually Macduff lays on Macbeth by kneeling him, twice, in the groin. George Roman, the Northcott's new director, offers a *Macbeth* for our disillusioned times. I think.

Once you've started something like this, you have to drive it through consistently, provided the text will let you. If men are themselves so charged with evil, what need of supernatural witches? And these ladies, gorgeous in flowing scarlet, are no hags; what then of Banquo's talk of skinny lips and beards? It looks odd for flak-jacketed soldiers to kneel to their king - and there's the problem of contemporary productions when you have to drop your kalesnikov and go for your bayonet when the text demands cold steel. And why is Lady Macbeth, recently identified as the Second Witch and still in scarlet, wearing a breast-binding evening gown to meet these modern marines outside Glamis? These are not literalist quibbles; the mismatch between text and image disengage an audience.

So, something is rotten in the state of Scotland; and, we infer, everywhere else. In fact, Pip Miller's *Macbeth* could well be cousin to Hamlet, wrecked by doubt from his first entrance, almost whingeing through the pros and cons of inner argument with no hint of the general who unseamed the marcellous Macdonald from the nave to the chaps. Until, suddenly, as if from nowhere, there was genuine power before Banquo's ghost at the feast. The actors seemed unable to sustain Roman's intriguing reading. Macduff, for example, remained equally

whether he was attempting to provoke Malcolm to action, or hearing of the death of his wife and family; while Malcolm poked a finger at him for the untempered time in the scene and told him to pull himself together. Nina Holloway's Lady Macbeth alone suggested that she was discovering her words for the first time, driven by powerful emotions made immediate to a modern audience.

Yet there are some memorable visual images. Macbeth, held in a crucifixion by the witches, staring into his own crown to watch Banquo's descendant kings; the dead butcher dangling head down from his castle; and some exciting groupings around and upon a jagged, thrusting wooden tower which itself suggests violence and decay - such as the cruel overkill of the balacavaed SAS laid upon the defenceless Lady Macduff. There are also some stalling sound-effects when Macbeth first appeared he was greeted by a rising, blurring Nuremberg Sieg Heil.

School parties will certainly have something to talk about on the way home, and possibly, their teachers will have something to explain. Such reappraisal may be especially fruitful; no one plays the outraged conservative so fiercely as examination candidates who thought they'd just got the hang of a set book.

Geoff Fox

Gerald Haigh



## ARTS

## Cues and signs

Elinor Kelly on the Modern Music Theatre Troupe

The Place Théâtre - alive with the sounds of ballet classes - was the setting for two one-day workshops given by the Modern Music Theatre Troupe at the end of March. MMTT is a new company whose educational team (Paul Barker - music, Chris Newell - drama, Bridget Crowley - movement) are engaged in two specific areas of activity related to music theatre: the composition and performance of new works by living composers and writers; and the idea that music theatre is a living medium to be actively explored by children, amateurs, indeed everyone, with the emphasis on doing rather than observing. They appreciate that today's children are tomorrow's audience, and if they can be involved in performance they will undoubtedly be a more intelligent and demanding group to play to.

The morning began with a mass warm-up to alert children to the concentrated approach required for the day. Bridget Crowley coaxed spines to lengthen, and bodies to float out into space. A variation of "Grandmother's footstep" was used to sort the children into arbitrary groups. Each group then moved from movement to music to text in rotating 30-minute sessions, so that by lunchtime, each child had had some experience of each discipline. "The Seasons" was the chosen theme.

Conditions were cramped, although the excitement of being in a theatre compensated. The movement session took place on stage; the music session back-stage, amid props and general debris, and the text-writing took place in one of the dressing rooms, overflowing with bubbling children, mirrors framed with naked light bulbs and good luck cards - no lack of atmosphere here. Pieces of blank paper covered some of the mirrors and the children were invited to contribute words related to the chosen topic.

They were asked to make connections between the words. Ideas came faster than they could be written down, poetry conceived with ease and confidence. "The polar bear was going down the hill on a sledge, the ice cracked and he saw the blue sea"; "I went running in the clear blue water, it made my cheeks pink." The children discovered that a conductor was essential, then a system of cues and signs was agreed and rehearsals began.

Music was improvised from voice and body sounds, and unusual percussion instruments. A head-covered gourd cabbages, a chocolate (a type of two-tone block), and exotically painted thumb pianos were just some of 60 instruments loaned by F & H Percussion. The children had fun inventing syncretic rhythms and multi-layered ostinatos, but there was a strong sense of cooperation and concentration. The performance, given mainly to parents and ballet students was a great success. Anything could have gone wrong as acting groups swapped places with musicians and dancers changed roles with actors, but with the lights on them the children responded with discipline to the theatricality of the surroundings.

MMTT's future plans include visits to schools, on a one day basis, similar to the workshops; residential courses, the first of which will be at Burwell House, Cambridgeshire, from April 25-27, and shows for children available for performance at school and other local venues. The company would welcome support, either in the form of refreshments or instruments to subsidize workshop costs, or the offer of a permanent rehearsal base which would enable them to plan more constructively. Details from Paul Barker (01-486 1746).

## An exploitable commodity

Philippa Davidson on guitars, geese and galas



Anthony Bailey of the Royal Opera House demonstrates a mask from Puccini's Turandot at a children's Opera Day held at the National Theatre last week as part of the London International Opera Festival.

Guitar Trio Elan. Queen Elizabeth Hall, April 3. Musical Magical Stories for Children. Ann Rachlin/London Symphony Orchestra, Barbican Hall, April 6.

The music publisher's browsing box yields little for the guitar enthusiast looking for arrangements to play with a couple of friends. At best he or she might find a duet to which a third part can be added; failing that, there is the option of writing an original composition or arranging something written for another instrument.

The Trio Elan demonstrated to perfection the range of repertoire the acoustic guitar offers for ensemble. The programme began and ended with compositions by members of the group: Jon Thackeray's Miniature Spanish Suite (indistinguishable from the real thing) and a series of tableaux in the modern idiom, by Peter Woodings, based on the Mary Rose. Both of these were well within the grasp of proficient amateurs and it is good to know the group has found a publisher for some of its arrangements.

Haydn's London Trio No 1 in C was pleasant though lacking the depth of the original. Four folk dances included an interesting Brazilian Morenita by Giuseppe Ferrauto, who also provided

an encore. It is surprising how effective a piece such as Faure's Pavane sounds in guitar arrangement, and even more surprising that Schubert receives no credit for Granados's version of his Marche Militaire in D.

Till Robert Mayer and Ernest Reed came along no one had thought of music for children as an exploitable commodity. Ann Rachlin started her Musical Fantasia in 1967 and a very slick performance she gives, seated in her high-backed wicker chair surrounded by twinkling lights and stuffed animals. In fact, her delivery was so polished as to mesmerize her audience of under-sevens as she spun a yarn to background music played by the London Symphony Orchestra. Indefatigably giving up their Sunday afternoon to be counted when Mrs Rachlin called for a flute or a clarinet to show itself.

The theme of the show was Musical Birds, and included many old favourites (Ravel's *Mother Goose*, *Swan Lake*, Mussorgsky's *Ballad of the Unhatched Chick*) all linked together by a fantastic tale containing nothing more daring than a "lickety split" or two. On the whole, the music took second place to the story-telling, with scarcely any attempt to get children to focus on the music apart from adding a few low-pitched noises in the Mussorgsky or identifying instruments in Beethoven's Pastoral.

Educationally, this kind of experience is dubious, though it would be unfair to dismiss out of hand its entertainment value. The programme made no attempt to incorporate the variety of music - pop, contemporary, non-western - a good teacher would have used when developing a Bird topic. It also served to emphasize music in a role with which children are only too familiar - that of background to television films and commercials. Stories are of course an important way to introduce children to music but there are more subtle ways of using the link with words than this kind of show suggests.

Rimsky Korsakov's *Golden Cockerel* seemed a weighty choice for the second half of the concert, lasting over one hour. Yet the audience demonstrated few signs of restlessness. Whether they were transfixed by the music, the sight of the instruments, the story or just well-mannered, it is clear that whatever spell Mrs Rachlin is weaving, her promoters are certainly cashing in on it.

The Guitar Trio Elan will be performing at the London College of Music on April 24.

Ann Rachlin's stories for children recorded on cassette in the HMV Music series. In August she will be on a river trip on the Thames. Details from Fun with Music, Queensmead, St John's Wood Rd, London NW8. 01-722 9828. Her concert at the Barbican is on May 1.

ILEA Gala Concert. Royal Albert Hall, April 10.

The Inner London Education Authority is dead. Long live the ILEA. The concert - a celebration of the demise of the education authority and the demise of the GLC - was, said ILEA leader Frances Morrell, a tribute to teachers, pupils and parents who fought to save it. Indeed, then many members of the older generation on stage as well as in the audience, was fitting in a programme designed to show the breadth of musical provision in the authority from the infant Schools Symphony Orchestra to the East London Starters for music and dance who missed out on music at home. Television personalities Glen Snammarco (Adrian Mole) and Flouella Parsons (all girl night) added to the sense of occasion. Julian Lloyd Webber failed to appear but Robert Cohen made more than adequate substitute. Haydn's Cello Concerto in C, an excellent Symphony Orchestra sponsored well to Jane Glover in Elgar's Cockaigne Overture and Vaughan Williams's *Pastoral* on the ILEA musical performance of a different kind with quiet numbers like "Tonight" contrasted with the style "Kumana" in more unadorned band vein.

Two hundred pupils and parents from East London offered a Concerto Grosso. The sound of the course, too big for baroque to be didn't seem to matter. A school choir joined the East London Starters for "String Song" by John Nelson, known for her Toyer Instrumental Project.

One of the highlights of the evening was the Asian Music Group, soloists from Bangladesh. Their songs of love, politics and protest were delivered to the thrumming accompaniment of tabla and harmonium. Then the tempo slowed down again for a smooth by the combined concert band and symphony orchestra. The concert, though deliberately and congratulatory, was none the less a paean to an education authority that cares about - and pays for - a music education for everyone.



Trysian and Esyllt. Taliesin Theatre.

A kaleidoscope of colour, music and dance imaginatively intertwining Celtic and Asian folk traditions characterized Taliesin Theatre's production of *Trysian and Esyllt*. Portrayed by means of vivid Asian costumes and dances, the company linked the Trysian myth with a parallel Indian love story of Krishna and Radha.

In addition to the four professional actors who assumed the principal roles, members of Cardiff's Indian and Welsh communities joined in, and the accompanying music was a marriage of Welsh and Asian folk tunes composed

## Triple echo

especially by Indian cellist Anup Biswas.

Most memorable of all, however, was the classical Asian dancing. Decked in jewellery from forehead to ankle bells, the performers' hypnotic movements conveyed convincingly the production's exotic air and dreamlike quality. Much of the action was portrayed through mime. Only the main characters and two narrators retold the sad love story in English, Welsh and Hindi.

ten days' intensive rehearsal, preceded by eight weekend workshops which were open to the whole community. Three hundred people attended, illustrating that the project was community theatre at its best. Even the props were made by local pupils. Although the story of Trysian and Esyllt ends in tragedy it is hoped that the multicultural collaboration will help lessen racial divisions. *Trysian and Esyllt* is being performed again on May 1 at Cardiff's St David's Hall.

Above: Seven-year-old Shilley King of Lakeside Primary School in the *Trysian and Esyllt* production. Below: The production team.

John Herriman teaches drama at the Roade Comprehensive School, Northampton. His enchanting new opera, *My Friend June*, charts with canny innocence, and some great tunes, the relationship between two teenage girls in love with the same boy. Sparingly directed by Danny Bustace, and performed with wit and aplomb by China Lander and Julie Barwick, this short piece had a deserved place in the year's most important event for drama in education. Sad to relate, the only other school entrant to this year's National Student Drama Festival was a sublime awful display of musical kitsch whose undoubted vitality was the one attribute which restrained an audience of college sophisticates from open sneers. Mums and Dads may have found *The Piper's Song* appealing, but for me it raised questions about the value of the festival. Can schools be catered for in a cauldron-like event which is seen as a springboard into the professional theatre? Ironically, Herriman's lot have a deal of professional experience behind them, and under his gentle tutelage they also played the thumping disco with the best of the night-owls, but at the same time they avoided the debates, and the conspiracies between groups to create success in a profession where only the lonely are winners. The kids from Roade asserted themselves in the workshops, and on the stage, but they don't yet know that being a "student" is about tasting yourself in an atmosphere of urgency and freedom, about "getting off", and, if the face fits, getting on.

The festival, sponsored by the Sun.



Ken 'Snakehips' Johnson

## Black in Britain

Dave Gelly on a new Brixton-based archive

At 9.40pm on March 8, 1941 Ken "Snakehips" Johnson and his orchestra, Britain's leading coloured band, were playing the current hit tune "Oh Johnny" to a packed dance floor at the Cafe de Paris in Leicester Square.

A German bomb, crashing through the ceiling into the basement room, killed Johnson, several dancers and two members of the band outright. The fearful moment was recalled by some of the surviving musicians at a remarkable gathering in Brixton recently.

A group of black veterans of the London music profession had been brought together to reflect on their lives and experiences, as a kind of public exercise in oral history. In a meeting room at Lambeth Town Hall, musicians are born raconteurs and everyone had a tale to tell about the fatal moment.

Dave Wilkins, trumpeter, could still remember exactly where everyone was standing when the bomb fell. "Then I found myself in the bandroom and realized I'd left my instrument on the stage. I went back to get it, and that's when I first really understood what had happened."

For years afterwards guitarist Joe Deniz could not bear to hear "Oh Johnny". Trumpeter Leslie Thompson was playing with Edmundo Ros at the Florida Club in Briton Mews and felt the building shake. Adelaide Hall, whose husband owned the Florida, had a premonition of disaster and begged him not to go to the club that evening. The bomb that killed Ken

Johnson also put an end to the powerbase of black jazz in Britain for the best part of half a century.

The event at which this and other stories unfolded, over the space of a couple of hours, was set up by the Black Cultural Archives, a Brixton-based organization affiliated to the African People's Historical Monument Foundation. The ultimate aim is to see a library and museum of the black presence in Britain, along the lines of Harlem's Schomburg Research Library. Present reality is somewhat more modest, a temporary office and part-time worker, both about to be lost for lack of funds.

Nevertheless, the archive's supporters have already amassed a sizeable collection of print, tapes and memorabilia, and have taken some enterprising steps to enlighten what might otherwise be a rather dry activity.

Last year, for instance, they scoured junkshops and second-hand bookshops in search of music by Samuel Coleridge Taylor, and put on a concert of the results at the Commonwealth Institute. This month the archive will mount an exhibition from its collection, entitled *Myth Of The Motherland*, illustrating the arrival and settlement of West Indians in Britain since the war. It will be on view until April 28 at Brixton Recreation Centre.

Information about the archive and its activities are available from its chairman, Len Garrison, at the African People's Historical Monument Foundation, 100 Wyl Road, London SW6.

## 'Getting off' and getting on

Tony Rowlands at the National Student Drama Festival

day Times and BP, was hosted for the second year running by University College, Swansea. Next door to the confident, sea-side campus, under the hills of Dylan Thomas's "lucky lovely town", is a fun-fair, of which images tower. The lit smiles creating the electric dusk; speed, screams, and last year's hits sounding like a barrel organ. Fun grabbing you by the throat. No need to bandy analogies, but the NSDF would seem to be in the business of bravely spanning the theatrical void between the exquisite masques for Renaissance radicals at the Barbican and the National Theatre, and on the other hand, say "Goosing my Wife's Gander" down the west end of sleazy street. Littlewood's Fun Palace may not be on the agenda yet, but it's coming.

The structure of the festival is relentless. The day begins at nine, wobbles a bit at midnight, and sinks to its knees around four. No such luxury, mind you, for the student writers, editors and printers of the daily festival newspaper, *Noises Off*; they're doing a remake of "City That Never Sleeps".

Drama workshops sap the unwary workaholic. The range is imaginative, from Huw Thomas's brilliant and hilarious treatise on the mysteries of cabaret, to stage fighting, the use of masks, coarse acting (with the wonderfully laconic Michael Green), voice, play reading and even cross-gendering. Intense, popular discussion/sections of the previous day's performances provide a platform for debate and criticism, and inform the current pace. Actual performances are followed by late-night cabarets, political meetings (plenty of those this year), disco, and the inevitable nocturnal things and foings of an event which locates its very being in the act of communication.

Staff, judges and general hangers-on are referred to as "VIPs", and repair in the small hours to the university's "hospitality suite", where egos jostle for precedence over the chocolate gateaux and college plunk. The festival judges this year were Glen Watford, one of the country's leading theatre directors, Robert Hewison, the distinguished pamphleteer and drama critic of the *Sunday Times*, and actor Roger Rees.

Controlling the entire wayward structure is the trim and twinkling Clive Wolfe, who walks with some grace the newly erected tight-rope between performer's and paymaster's theatre. Sponsorship was the political question of this year's festival, and the nexus of its debate, and the man the newspaper has dubbed the "bijou Festmeister" has the unenviable task of balancing student integrity, opportunism and apathy, and, at the end of the very long day, maintaining the enterprise itself for all their sakes.

Censorship is clearly not the issue. Most of the plays I saw would have had Mr Wolfe's ultimate backers gnawing at the fabric of their limousines, though the tenor of the festival's lectures and question and answer sessions tend to reinforce the BBC's increasingly threadbare notion of Britain as a liberal democracy. At the end of the day, of course, it is the productions themselves which provide the flavour, and, perhaps, the future state of the old, old art.

Sue Ellis's terse and shaming pro-

duction of Franca Rame's *The Rape* illuminated with resignation and clarity a world choking on the violence of power. Mary-Rose McCutcheon's performance was what we might describe as "great" acting, rather than "professional" acting in its complete commitment, and Rachel Bull played a mean piano. James O'Brien's production of his own play *The Lost Girl* had me aching with laughter, while also reminding me of Walter Thring's comment on Brecht that he had "his blood, his hands soaked in the horror of our time". This production from the Polytechnic of Wales walks the "aimy, crusted gutters" of a society in which "Dandelion and Murdoch" is seen by its rulers as a sort of national elixir, and also presents a poetic rebuff to those who would lose hope. It marks the debut of a dramatic partnership in James and Dandelion O'Brien that will be, I think, of lasting consequence. Forget the Young Ones, these boys are dynamite.

A poignant and exacting recreation of a mental asylum in the Twenties was provided by the Sheena Simon College from Manchester, and their evening improvisation group, "No Deposit, No Return". My Forgotten Man was not liked by all, but I personally discovered in it a breathtaking portrayal of a closed world coping with itself and looking with courage beyond the walls of disease. The production contained performances of stunning concentration, efficiently melded with the dramatic whole, an emblem, perhaps, for a festival which thrives on chaos and yet produces images of spell-binding coordination. The festival will survive: it must.

## The Young Vic

"The predominantly 'A' level audience have also been given an object lesson in how living theatre can liberate us from the certainties of critics and classrooms" *The Guardian* (MEASURE FOR MEASURE)

"David Thacker's production of HAMLET is a gift to schools" *Times Educational Supplement*

"MEASURE FOR MEASURE is an ideal schools production: easy to follow, maintaining interest, amusing and touching" *Times Educational Supplement*

"David Thacker's clean, fast interpretation of MACBETH clears the way for Shakespeare's words... and is one of the most successful I have ever seen" *Morning Star*

"I would recommend it unreservedly to all teenagers" *ILEA paper Contact on ROMEO & JULIET*

If you are not already on our own mailing list, JOIN THE FREE SCHOOLS MAILING LIST FOR ADVANCE DETAILS OF YOUNG VIC PRODUCTIONS AND GROUP BOOKINGS. FILL IN THE FORM BELOW AND RETURN IT TO: SUE WYATT, SCHOOLS AND COMMUNITY LIAISON OFFICER, The Young Vic Theatre, 66 The Cut, London SE1 8LZ.

Continuing its policy of modern, vibrant and vivid interpretation of Shakespeare directed by David Thacker, The Young Vic presents A MIDSUMMER NIGHTS DREAM. Performances will run from 1st May to 7th June, including some workshops. Box Office 01 928 6363.

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## Next week

Wendy Cope on leaving school as a teacher and returning as a writer-in-residence; Hilary Stonefrost on Marilyn French; economics textbooks

"A very entertaining show... Good value for the audience. I enjoyed it very much" *Tim Rice.*



## LEONARDO THE NEW SOFT ROCK MUSICAL

History: First performed by the Thame Players October 83. Professional London Production September 84. Cameo production at Royal Shakespeare Theatre February 86.

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The class supervisor's simple advice



**Michele Elliott, director of a national campaign for the prevention of child abuse, questions the value of educational videos**

flexibility to deal sensitively with this subject with groups of children. Most of them do not emphasize good hugs and kisses and positive relationships with adults. Children could get the message that "it is best not to trust people."

*Michele Elliott is Director of Kidscape, a national campaign to provide practical guidelines to children on how to keep safe from sexual assault. She is also the author of Preventing Child Sexual Assault, a practical guide to talking with children, Bedford Square Press, and The Willow Street Kids, It's Your Right To Be Safe. Andre Deutsch.*

**Say No To Strangers, Home Office Film.** Shown by the police in schools on request. Emphasizes stranger danger.

## David Self on an experimental revival of children's radio

The success of *Cat's Whiskers* may have given the other experimental programme for young people, *Pin Radio*\*, the difficult task of catching specifically teenage audience, but has surely made certain the return of speech radio for children. What about a regular slot on a 24HR alternative *Breakaway* every Saturday?

**The pros and cons of advertising, workers or machines, sexist promotion of products . . . are they in the public interest?**

**David Whitehead watches an economics series which raises political and moral issues**

**DRAMA RESOURCES**  
(Monday-Friday, 11.00 VHF4)  
In the first seven programmes of this series scenes are set and situations introduced to stimulate 11 to 16-year-olds to create their own drama. Two radiovision programmes on the history of the English theatre end the series.

"In the public interest?" is a penetrating analysis of South Yorkshire's policy of cheap public transport, which fairly examines its impact on the unemployed, the poor and disabled, and on those who object to the high rates, and who would rather drive their car into the city centre. The distinction between private and social costs and benefits emerges clearly.

"Price?", starts by examining the marketing of computers (including material for discussing the sexist promotion of products), and distinguishes between cost-based and market-based pricing. The cost of a loaf of bread introduces the subject of intervention in the economy. The EEC's Common Agricultural Policy, and justifies inserting Bob Geldof's famous diatribe against protectionism for European farmers. The programme concludes: "Finding the right price isn't just an economic question. It's also a moral and political issue for which there are no easy answers."

The following series is complemented by an enormously useful teacher's booklet, replete with student tasks, data sheets, glossaries, links with 14-16 project material and other radio/TV series.

## John Tranter on a new approach to teaching secondary school science

The pack comprises the chart itself, four posters tracing the history of the motor car, together with a teachers' guide containing a comprehensive index and key, which suggests areas for study and project work. The complementary Timechart has been distributed to schools; additional copies in a special centenary package can be obtained from Mercedes-Benz Education Service, PO Box 10, Wetherby, West Yorkshire LS23 7DL, price £4.95.

The introductory unit describes in detail the philosophy of the course and identifies the essential elements of the six important processes that the project materials will use to build the framework for problem solving science. These processes need to be taught and regularly practiced. The unit also emphasizes the importance of assessment as an on-going, formative experience for students and suggests a framework for a criterion-referenced system of assessing students' abilities.

For example, in the unit on "Interfering," students are presented with a series of cartoons depicting everyday situations and are required to distinguish between observations and inferences that can be made from them. An activity entitled "Murder at Coldwater Farm" presents a series of visual material for students to examine together with the results of their work involving microscopy, chromatography and soil analysis. From their observations and inferences they are

I also have a few grumbles about the quality of proof-checking. A number of wordprocessor errors have crept into the final copy, pages are punched on the wrong side and there is a rather erratic system for numbering the sheets of each unit. Several pages have no numbers at all, which is potentially hazardous, considering the loose-leaf nature of the materials. Nevertheless, here are the beginnings of an exciting, thought-provoking, stimulating, and yet demanding, science teaching project. Look forward to the remaining 5

Teachers will need to be selective in their use, particularly with less able students and with girls whose needs and interests do not appear to have much influence on the presentation of the topics. Nevertheless the package is a convenient and useful resource for up-to-date applications of Physics to a typical GCSE course.

**briefings**  
**radio & tv**

## For schools

**RÉALITÉS FRANÇAISES**  
(Monday, 11.39 ITV)  
"France magazine" - two new  
programmes begin this series of  
resources material for A level students

**MINORITY LANGUAGES:**  
**NBD** MAGAZINE  
(Monday-Friday,  
00.30 VHF4)  
A resource for use with those seeking to  
broaden their knowledge of Urdu,  
Bengali, Gujarati, Punjabi and Cantonese  
**TIMMY AND VICKI**  
10.15 PPTV

**(Tuesday, 10.15 BBC2)**  
A repeat of two interlinked plays about a boy and girl going through their first serious relationship. "Timmy's Story" shown here, won the 1985 BAFTA award for The Best Children's Educational Programme.

**ALL YEAR ROUND**  
(Tuesday, 11.27 ITV)  
This series introduces science and health topics to six to eight-year-olds. This week "Growing" shows how all living things change, identifies where children fit into the growing pattern and looks for signs of Spring in the garden.

"There are worse places," says teacher. "Yeh, but I live here," Teri replies, escaping once more into the fantasy world built up by the DJ on local radio station. It is a thought-provoking play, chilling in its way, but not nearly as worrying as Cheeseman's *The Protectors* (April 30).

The following week sees a repeat of Edward Bond's somewhat more light-hearted play *Derek* (May 7-9). Speculating on the consequences of swapping the brains of a street-wise teenager and a clueless Hooray Henry, it remains a useful introduction to Bond's theatrical preoccupations.

Returning to realism, the final play of the season is *My Darling Clementine* (May 14-16). Set at the beginning of the 1950s, it tells the story of a 15-year-old schoolgirl. She is desperate to play the lead in the end-of-term play; no one understands her, and at home she has problems coming to terms with the idea that her mother is pregnant. Like *The Boy with the Transistor Radio*, it is a "slice-of-life" drama, but it also has a play within a play, and a clear scope for follow-up work with top secondary classes. Set the video now.

## Hugh Davie

**4** Titles Available For Recording From Sunday 20 April 1980  
Approximate Transmission Times.

Sunday 20th April  
 1.00pm The Nobel Money Programme *Free Code B*  
 1.15pm The Western Hemisphere *Free Code F*  
 7.15pm In The Steps Of The Pain Code The River Valley  
*Free Code B*  
 Monday 21st April  
 10.00pm The Inert Eye *Free Code F*  
 Tuesday 22nd April  
 1.30pm *Unusually Free Code C*  
 Wednesday 23rd April  
 1.30pm Flashback What Not Pastiche - Parents  
*Free Code F*  
 Friday 25th April  
 8.30pm World Being TV *Free Code B*  
 Saturday 26th April  
 6.00 Night To Reply *Free Code A*  
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## ENDPAGE



"Having completed her teachings, the sacred buffalo woman circles the medicine lodge sunrise three times. As North American tribes watched her leave them she rolled over four times, transforming herself into a red, black and brown buffalo and finally a beautiful white buffalo calf before disappearing from their sight."

There was an expectant hush from the audience of 300 local schoolchildren at St Paul's Centre for the Arts as a pupil from Lawn Union Middle School introduced "The Vision Quest", a dance piece with traditional drum music for 50 nine to 13-year-olds.

Along with 60 children from Botley Junior School, O and A level students from Oxford College of Further Education, local teachers and lecturers, they were taking part in a much bigger project - a week of performances by young people involved in dance from around Oxfordshire, with over 1,000 children participating. This week was the culmination of a two-month residency by a remarkable performing company which has involved weekly classes, two Days of Dance, a teachers' weekend, a week-long course and five performances by visiting professional groups and individuals.

The Gregory Nash Dance Group, composed of teacher-performers Gregory Nash, Sarah Whitley and Malcolm Shields (who also plays drums), is fast making an impact on schools and community venues throughout the country, its residencies galvanizing existing resources, initiating new ones and leaving a ferment of creativity and excitement for dance in its wake.

Gregory Nash is still only 23, an energetic and gifted teacher whose dance history already includes stints with Cycles Dance Co., Michael Clark, Dancework and Mantis, where he was also animator. His own involvement with dance came fairly late - at the age of 16 - when he attended workshops in West Sussex organized by the first dance animator, Fiona Gaffney. "She introduced me to a new philosophy and way of moving," he says. "It was very hard work but there was a lot of joy and creative energy."

A charismatic teacher with authority, Nash was never taught to teach. "Luckily, I was in the position at Mantis where I could experiment under some sort of guidance, but people never said 'No, that's wrong'. This is how you should do it." I think teaching is intuitive. "He'd developed his teaching skills while performing with the Midlands-based Cycles, "plugging into a huge network of community classes for all ages and abilities."

The Lawn Union Project originated when he was approached by the Dance

## TRANSFORMATIONS

by Norma Cohen



Gregory Nash

that neither group, boys or girls, liked to be touched by adults: "I'd put my hand on one of their shoulders and they'd immediately move away, yet they'd stand extremely close in order to talk to me. They'd be very intimate in the subjects they dealt with in conversation. It's important for them to become aware of their bodies at the earliest stage possible, so they can put this awareness to use at a later stage, in sport or the expressive arts."

They children, he points out, are encouraged to run around and play, but once they reach schoolage, they're often told to walk in straight lines and sit still. Part of his process is that they must make contact with each other and with him, and that they must "use their voices and bodies".

Where possible, Nash and his company try to break down the single-sex groups that the children automatically seem to fall into, and also preconceptions of how boys and girls should move and think differently. "In many ways, we're breaking down stereotypes. We don't encourage a competitive split, or the projection of second-hand glamorous images. When I'm teaching, I always say, 'I want you to create something you've never seen before - not even on television. It's got to be a totally new shape'. In that way, they're always thinking about innovation."

The benefits of dance are, he feels, manifold: "It's just one more aspect of the education of the whole person. Maybe in 10 years' time, some of those children won't be so prejudiced about watching other people move their bodies, or some of the young men won't think dance is cloy-stereotyped responses suggested to them by adults. Interestingly, Nash became aware

performing at St Paul's Centre have, he says, never performed in a theatre. Some have never even been in one, or come from backgrounds where they're not even taken to the panto.

This is the company's third residency in Oxford. It's mushroomed from a week to a two-month stay with a week of performances to overflowing of local radio and press have fanned the excitement, alongside a performance event in the British Display window at the local Selfridges store. A sample theatre audience included nursery nurses from the local FE college, a mentally-handicapped group and schools from as far as 30 miles away.

Each member of the audience had been previously visited by the company. It's part of its policy to offer a free workshop with each performance - as long as each child then comes to see a show. It all only costs the child £1.

Widespread cross-fertilization takes place. A local adult dance group grew out of a previous residency, which has also spawned a youth dance group, a pre-youth dance group and a community dance group. "We've also attracted many teachers who plough ideas back into the schools."

The residency also results from integrated planning with the local FE college. Nash had taught choreographic workshops as part of the O and A level syllabus, resulting in two lyrical duos performed at the Arts Centre. Niamh Dowling, Lecturer in Dance, elaborates: "Many of our A level students are on the dole and working their way through college doing part-time study. But they want bigger lives. They want to be dancers or artists. Of the Oxford Youth Dance Group, 50 per cent are on the dole. Two students have college places to study dance, at Surrey University and Dartington. They're all only 17 or 18, yet they have a tremendous energy."

This was borne out in a witty group dance to a mix of improvised dialogue, drum beats, clapping and numbers performed to admiring whistles and applause from their younger following.

Uniquely, the company is as well-known for its own shows as for its residencies. "We're actually a professional adult performing group with a strong commitment to education and the community," says Nash. "While the choreographic workshops have been in progress, we've also been making our own full-length work: call

led "Toeing the Line", about conformity, conflict and indecision. All the workshops are linked to the core of the performance."

Nash doesn't make a distinction between teaching and performing, but sees them as organically linked. "One feeds the other. I wouldn't be teaching if I wasn't performing. Working with children, the ideas come through the images that we use. At Lawn Union, the children would say, 'Oh! That's just like a buffalo!', so we worked out a whole series of exercises and dance sequences based on animal images. He also experiments with choreographic ideas through teaching, using ideas that he has worked on in his shows, putting them in a class situation to see how they develop."

In spite of massive local support and the full backing of the education system, the company does not have secure funding. It exists precariously on a combination of minuscule grants from Southern Arts, funds from residencies, Arts Council commissions and donations from friends. An Arts Council project application has been deferred.

The company seems to be admirably carrying out Arts Council policy on dance laid out in its "Glory of the Garden" document, carrying out a more long-term and far-reaching educational brief than some of the larger, heavily-funded companies. The group undertakes intensive touring with residencies and new projects, and has moved on to hold workshops at Froebel Institute and an extensive tour of Scotland, followed by work up and down the country. They'll spend three days in special schools while in residence in Accrington, "using lots of sounds and voices. All the young people will then see a performance at the local college. It's important to show people how easy it is to go about doing this. Dance is available and accessible to whoever wants to use it."

Before the show, I'd watched Nash holding a relaxation session with all the performers, crouching down close to the children, talking quietly. As I left, he'd already started rehearsing his adult show. It's not often one sees a teacher in action - with managers, his own adults, "art" and the community - dancing and that of the community. Gregory Nash has an extraordinary gift of making things happen. Such cost-effective energy and commitment to real "art for the people" should at least be acknowledged with proper funding before it burns itself out through lack of sustenance.

Gregory Nash Group, Old Fire Station Arts Centre, 40 George St, Oxford (tel. 0865-722648).

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## Appointments vacant

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## PRIMARY HEADSHIPS continued

**BARNESLEY METROPOLITAN BOROUGH COUNCIL**  
Required for September:  
**HEADTEACHER - GROUP 4**  
DODWORTH JUNIOR SCHOOL  
Barnesley Road, Dodworth, Barnsley  
DEPUTY HEADTEACHER - GROUP 4  
FENITONE ST JOHN'S CE (CONTRIBUTOR) INFANT SCHOOL  
Chapel Hill Lane, Fenitone, Sheffield  
DEPUTY HEADTEACHER - GROUP 4  
KENDRAV INFANT SCHOOL  
Cyprus Road, Kendrav, Barnsley  
Application forms and further details obtainable from the Acting Director of Education, Barnsley, 18.8.86. (11986) 110010

**BERKSHIRE**  
ST. JOSEPH'S RC AIDED PRIMARY SCHOOL  
Newport Road, Newbury, N.O.R. 219  
Required September 1986.  
Headteacher (Group 4).  
Applicants must be practising Roman Catholics, and further details from the Director of Education (ES/PS), Shire Hall, Sharnfield Park, Reading RG2 9XE. Closing date: 2nd May 1986. An Equal Opportunity Employer. (10746) 110010

**CAMBRIDGESHIRE**  
EQUAL OPPORTUNITY EMPLOYER  
SCHOOL  
Stanground, Peterborough, PE8 8PU  
Required for September 1986 or January 1987. Applicants are invited from experienced and committed teachers for the Headship of this very special school. The successful candidate will be responsible for the management of the school and will have experience of senior management in primary schools. Further details and an application form available from the Senior Area Education Officer, Education Office, Townhill Close, City Road, Peterborough PE1 1UJ (s.a.e. first class). Closing date for receipt of applications: 2nd May 1986. (11986) 110010

**BERKSHIRE**  
ROYAL COUNTY OF BERKSHIRE  
SCHOOL  
GORES RIDE INFANT SCHOOL  
Gores Ride South, Wokingham, N.O.R. 153  
Required September 1986. Headteacher Group 3. Application forms and further details from the Director of Education (ES/PS), Shire Hall, Sharnfield Park, Reading RG2 9XE (s.a.e. please). Closing date: 2nd May 1986. An Equal Opportunity Employer. (10364) 110010

**BERKSHIRE**  
BRAYWOOD CE (CONTROLLED) FIRST INFANTS SCHOOL  
Oakley Green Road, Oakley Green, Windsor SL4 4QP  
Required for September 1986. Headteacher for this Group 3 C of E (Controlled) First School. Application form and further details from the Director of Education (ES/PS), Shire Hall, Sharnfield Park, Reading RG2 9XE (s.a.e. please). Closing date: 2nd May 1986. An Equal Opportunity Employer. (10750) 110010

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Oakley Green Road, Oakley Green, Windsor SL4 4QP  
Required for September 1986. Headteacher for this Group 3 C of E (Controlled) First School. Application form and further details from the Director of Education (ES/PS), Shire Hall, Sharnfield Park, Reading RG2 9XE (s.a.e. please). Closing date: 2nd May 1986. An Equal Opportunity Employer. (10750) 110010

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BRAYWOOD CE (CONTROLLED) FIRST INFANTS SCHOOL  
Oakley Green Road, Oakley Green, Windsor SL4 4QP  
Required for September 1986. Headteacher for this Group 3 C of E (Controlled) First School. Application form and further details from the Director of Education (ES/PS), Shire Hall, Sharnfield Park, Reading RG2 9XE (s.a.e. please). Closing date: 2nd May 1986. An Equal Opportunity Employer. (10750) 110010

**BERKSHIRE**  
BRAYWOOD CE (CONTROLLED) FIRST INFANTS SCHOOL  
Oakley Green Road, Oakley Green, Windsor SL4 4QP  
Required for September 1986. Headteacher for this Group 3 C of E (Controlled) First School. Application form and further details from the Director of Education (ES/PS), Shire Hall, Sharnfield Park, Reading RG2 9XE (s.a.e. please). Closing date: 2nd May 1986. An Equal Opportunity Employer. (10750) 110010

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**DEVON COUNTY COUNCIL**  
Please see dispersed advertisement on Page 58, (10186) 110010

**DORSET**  
ST. IVES C. FIRST SCHOOL  
Sandy Lane, St. Ives, Nr. Ringwood  
Required September 1986. HEADTEACHER (GROUP 4).  
Application forms and further details from the Director of Education (ES/PS), Shire Hall, Sharnfield Park, Reading RG2 9XE. Closing date: 2nd May 1986. An Equal Opportunity Employer. (10746) 110010

**DUDLEY METROPOLITAN BOROUGH**  
Equal Opportunities Employer  
CRADLEY C.E. (Aided) PRIMARY SCHOOL  
Chesham House, Richmond West Mids. B63 2UL  
Application forms and further details from the Director of Education (ES/PS), Shire Hall, Sharnfield Park, Reading RG2 9XE (s.a.e. please). Closing date: 2nd May 1986. An Equal Opportunity Employer. (10746) 110010

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**DURHAM COUNTY COUNCIL**  
Applications are invited from suitably qualified and experienced teachers for the following HEADSHIPS (posts tenable from September 1986):  
Tudhoe Moor Nursery School Group 1  
Lanchester Endowed Parish School, Group 3  
Langley Park Junior and Infant School, Group 4  
Newton Aycliffe Horwdale Infant School, Group 5  
"South Moor" RC (Aided) Junior & Infant School, Group 5  
Applications should be practising Roman Catholics.  
Application forms and further details available from the Director of Education, County Hall, Durham DH1 5UJ, on receipt of a foolscap stamped addressed envelope. Closing date Friday, 2nd May 1986. (10561) 110010

**DURHAM COUNTY COUNCIL**  
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Applications should be practising Roman Catholics.  
Application forms and further details available from the Director of Education, County Hall, Durham DH1 5UJ,



# PRIMARY HEADSHIPS

continued

**HILLINGDON**  
LONDON BOROUGH OF  
HILLINGDON  
HAYES PARK INFANT  
SCHOOL  
Raynton Drive, Hayes UB4  
8BE  
Required for September  
1986 a Headteacher for this  
Group 4 School.  
This is a re-advertisement  
and previous applicants will  
be considered.  
**LADY BARNES JUNIOR**  
SCHOOL  
Dawlish Drive, Rushup HA4  
5AA  
Required for September  
1986 a Headteacher for this  
Group 5 School.  
**WHITEHALL JUNIOR**  
SCHOOL  
Covley Road, Uxbridge  
UB8 2LX  
Required for September  
1986 a Headteacher for this  
Group 5 School.  
Application forms from the  
Director of Education,  
Civic Centre, Uxbridge  
Middlesex (Tel: Uxbridge  
80431), to whom they  
should be returned as soon  
as possible and not later  
than 2nd May 1986.  
Outer London Allowance  
Payable. (1916) 110010

**LINCOLNSHIRE**  
HEADTEACHER  
(RE-ADVERTISEMENT)  
WADDINGTON BRANT  
ROAD COUNTY PRIMARY  
SCHOOL  
BURNHAM GROUP 5  
NOR 30  
Applications are invited from  
suitably experienced teachers  
for appointment as Head-  
teacher of this school from  
September 1986.  
Forms and further particu-  
lars are available from the  
Director of Education, 100  
High Street, Waddington  
Lincolnshire, to whom they  
should be returned on a stamped  
addressed envelope.  
Closing date 4 May 1986.  
Applications received from  
the previous advertisement  
will be considered. (L536)  
(05933) 110010

**KENT**  
COUNTY COUNCIL  
EDUCATION DEPARTMENT  
NORTH KENT AREA  
SCHOOL  
Church Road, Merton,  
Sittingbourne, Kent ME10  
3RL  
APPOINTMENT OF HEAD  
TEACHER  
Group 3 Roll 113 (Spring  
Term 1986)  
Appointment to take effect  
from September 1986.  
Application forms and  
further details are available  
from the Area Education  
Officer, 100 High Street,  
Sittingbourne, Kent ME10  
3RL (S.A.E. please) to whom  
they should be returned by the 5th  
May, 1986.  
**MID KENT AREA**  
KINGSWOOD COUNTY  
PRIMARY SCHOOL  
Cayser Drive, Kingswood,  
Maidstone, Kent ME17 2QF  
Group 4 - Roll 160  
HEADTEACHER  
Required with effect from  
September 1987 for this pri-  
mary school.  
Application forms from the  
Area Education Officer,  
Austley House, Hastings Road,  
Maidstone, Kent ME17 2QF  
to whom they should be re-  
turned by 9th May, 1986.  
**SOUTH KENT AREA**  
APPOINTMENT OF HEAD  
TEACHER  
Group 3 Roll 113 (Spring  
Term 1986)  
Appointment to take effect  
from September 1986.  
Application forms and  
further details are available  
from the Area Education  
Officer, 100 High Street,  
Sittingbourne, Kent ME10  
3RL (S.A.E. please) to whom  
they should be returned by the 5th  
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TEACHER**  
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Term 1986)  
Appointment to take effect  
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Officer, 100 High Street,  
Sittingbourne, Kent ME10  
3RL (S.A.E. please) to whom  
they should be returned by the 5th  
May, 1986.

**LINCOLNSHIRE**  
HEADTEACHER  
Post 1  
PERMANENT SUPPLY  
TEACHER  
Two Head Teachers required  
from Autumn Term 1986.  
Post 2  
GRANTHAM GONERBY  
INFANT SCHOOL  
1111 FOOT CE (Controlled)  
Group 3 - NOR 130  
Required from Autumn Term  
1986, for this junior and in-  
fant's school.  
Post 3  
NORFIELD COUNTY  
SCHOOL  
Dawlish Drive, Rushup HA4  
5AA  
Required from Autumn Term  
1986, for this junior and in-  
fant's school.  
For all the above posts,  
further particulars and forms  
from the Director of Education,  
100 High Street, Sittingbourne,  
Kent ME10 3RL (S.A.E. please)  
to whom they should be re-  
turned by 9th May, 1986.  
**APPOINTMENT OF HEAD  
TEACHER**  
Group 3 Roll 113 (Spring  
Term 1986)  
Appointment to take effect  
from September 1986.  
Application forms and  
further details are available  
from the Area Education  
Officer, 100 High Street,  
Sittingbourne, Kent ME10  
3RL (S.A.E. please) to whom  
they should be returned by the 5th  
May, 1986.

**OXFORDSHIRE**  
COUNTY COUNCIL  
STOKE ROW CE (C)  
PRIMARY SCHOOL  
Applications are invited for  
Headship of this Group 3  
School from September 1986.  
Further particulars and ap-  
plication forms available from  
the Chief Education Officer (see  
P2C), Maclefield House,  
New Road, Oxford OX1 1NA  
to whom they should be re-  
turned by 2nd May 1986.  
S.A.E. essential. 110010  
(05357)

**OXFORDSHIRE**  
COUNTY COUNCIL  
PRITWELL C.E. (C.)  
PRIMARY SCHOOL  
Required for September 1986  
a Headteacher for this Group 3  
village primary school with  
approximately 50 on roll.  
Pritwell is 5 miles north west  
of Bleasby.  
Application forms and further  
particulars obtainable from  
the Chief Education Officer,  
100 High Street, Oxford OX1 1NA  
to whom they should be re-  
turned by 2nd May 1986.  
S.A.E. essential. 110010  
(10096)

**RICHMOND**  
UPON THAMES  
LONDON BOROUGH OF  
RICHMOND UPON  
THAMES  
(An Equal Opportunity  
Employer)  
**HEATHFIELD JUNIOR**  
SCHOOL  
Cobbold Road,  
Twickenham, Middlesex  
TW2 6EN  
HEADTEACHER (GROUP 4)  
plus £470 Outer London  
Allowance  
Applications are invited for  
the Headship of this  
Group 4 Junior school  
from September 1986.  
Removal expenses and  
lodging allowance payable in  
approved cases.  
Further details obtainable by  
forwarding a foolscap a.s.e.  
to the Director of Education,  
Regal House, London Road,  
Twickenham, Middlesex  
TW2 6EN, to whom they  
should be returned with fourteenth  
day return of this advertisement.  
(10359) 110010

**NORTHUMBERLAND**  
ACLINGTON FIRST  
SCHOOL  
Group 4-9 First School of  
84 pupils  
Teacher required from 1  
September 1986.  
Removal expenses and  
lodging allowance payable in  
approved cases.  
Further details obtainable by  
forwarding a foolscap a.s.e.  
to the Director of Education,  
Regal House, London Road,  
Twickenham, Middlesex  
TW2 6EN, to whom they  
should be returned with fourteenth  
day return of this advertisement.  
(10359) 110010

**RICHMOND**  
UPON THAMES  
LONDON BOROUGH OF  
RICHMOND UPON  
THAMES  
(An Equal Opportunity  
Employer)  
**ST. MARY'S ANNET**  
PETER SCHOOL  
Tottenham Road,  
Tottenham, Middlesex  
TW11 1RX  
HEADTEACHER (GROUP 4)  
plus £470 Outer London  
Allowance  
Applications are invited from  
suitably qualified and  
experienced teachers for  
the post of Headteacher. It  
is hoped that the successful  
candidate will be able to  
commence duty at the begin-  
ning of the autumn term 1986.  
Applicants should be  
practising, communicant  
members of the Church of  
England.  
Forms and further details  
(foolscap a.s.e.) from the  
Director of Education, 100  
High Street, Twickenham,  
Middlesex, to whom they  
should be returned by 2nd May  
1986. S.A.E. essential. 110010  
(10359)

**SUNDERLAND**  
BOROUGH COUNCIL  
QUARRY VIEW INFANT  
SCHOOL  
Gillies Road, Sunderland  
Sunderland S6 7DN on re-  
ceipt of a stamped addressed  
foolscap envelope to be re-  
turned to him by 2nd May  
1986. (10069) 110010

**WAKEFIELD**  
CITY OF WAKEFIELD  
METROPOLITAN DISTRICT  
PONTFRACCT ST. JOSEPH'S  
PARISH SCHOOL  
(218 on roll)  
Re-advertisement  
Applications are invited from  
suitably qualified and experi-  
enced teachers for the post of  
Headteacher of this Group 4 Pri-  
mary School. The post will be  
vacant from September 1986.  
Candidates must be practising  
Roman Catholics and be pre-  
pared to sign the C.E.C. con-  
tract.  
Further details and applica-  
tion forms are available from  
the Director of Education,  
Education Department, 2 Bond  
Street, Wakefield, to whom  
they should be returned to the  
Chairman of Governors, Fr. L.  
Larley, St. Joseph's Parish,  
c/o Crab Hill, Pontefract WF6  
4JF within 14 days of this  
advertisement. Previous appli-  
cations need not re-apply and  
will be considered automatically.  
(10332) 110010

**BRADFORD**  
CITY OF BRADFORD  
METROPOLITAN COUNCIL  
EDUCATION DEPARTMENT  
Required for September 1986  
a Deputy Headteacher for  
this Group 4 School.  
Candidates should be a  
teacher with sound academic  
ability, a sound knowledge of  
the curriculum and a proven  
ability to manage a school.  
Further details and applica-  
tion forms available from the  
Director of Education, 100  
High Street, Bradford, to whom  
they should be returned by 2nd  
May 1986. S.A.E. essential.  
(10360) 110010

**BRENT**  
LONDON BOROUGH OF  
BRENT  
HILL JUNIOR  
SCHOOL  
Tottenham Road, Wembley BA5  
7JL Tel: 01-908 0664  
(A1) Social Priority  
School  
Applications are invited from  
suitably qualified and experi-  
enced teachers for the post of  
Headteacher of this Group 4  
Primary School. The post will  
be vacant from September 1986.  
Candidates must be practising  
Roman Catholics and be pre-  
pared to sign the C.E.C. con-  
tract.  
Further details and applica-  
tion forms are available from  
the Director of Education,  
Education Department, 2 Bond  
Street, Wakefield, to whom  
they should be returned to the  
Chairman of Governors, Fr. L.  
Larley, St. Joseph's Parish,  
c/o Crab Hill, Pontefract WF6  
4JF within 14 days of this  
advertisement. Previous appli-  
cations need not re-apply and  
will be considered automatically.  
(10332) 110010

**BROMLEY**  
THE LONDON BOROUGH  
OAKLAND INFANT SCHOOL  
Norfolk Lane, Sissingham  
Kent TN16 6AA  
Tel: 01822 4242  
Group 4  
For September 1986, or earlier  
if possible, a suitably qualified  
and experienced teacher  
with a sound knowledge of  
the curriculum and a proven  
ability to manage a school.  
Further details and applica-  
tion forms available from the  
Director of Education,  
Education Department, 2 Bond  
Street, Wakefield, to whom  
they should be returned to the  
Chairman of Governors, Fr. L.  
Larley, St. Joseph's Parish,  
c/o Crab Hill, Pontefract WF6  
4JF within 14 days of this  
advertisement. Previous appli-  
cations need not re-apply and  
will be considered automatically.  
(10332) 110010

**BROMLEY**  
THE LONDON BOROUGH  
JAMES DIXON PRIMARY  
School  
Ankerley Park, Ankerley  
London SE20 6JL  
We seek a committed, en-  
thusiastic and experienced  
teacher for the post of Deputy  
Headteacher of this Group 4  
Primary School from Sep-  
tember 1986, or earlier if  
possible.  
You should be willing to  
share in the organization and  
management of the school,  
as well as taking the lead  
for a major area of the cur-  
riculum.  
Application forms and fur-  
ther details available from  
the Director of Education,  
Education Department, 2 Bond  
Street, Wakefield, to whom  
they should be returned to the  
Chairman of Governors, Fr. L.  
Larley, St. Joseph's Parish,  
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teacher for the post of Deputy  
Headteacher of this Group 4  
Primary School from Sep-  
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possible.  
You should be willing to  
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management of the school,  
as well as taking the lead  
for a major area of the cur-  
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School  
Ankerley Park, Ankerley  
London SE20 6JL  
We seek a committed, en-  
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teacher for the post of Deputy  
Headteacher of this Group 4  
Primary School from Sep-  
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You should be willing to  
share in the organization and  
management of the school,  
as well as taking the lead  
for a major area of the cur-  
riculum.  
Application forms and fur-  
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the Director of Education,  
Education Department, 2 Bond  
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Chairman of Governors, Fr. L.  
Larley, St. Joseph's Parish,  
c/o Crab Hill, Pontefract WF6  
4JF within 14 days of this  
advertisement. Previous appli-  
cations need not re-apply and  
will be considered automatically.  
(10332) 110010

**BUCKINGHAMSHIRE**  
EQUAL OPPORTUNITY  
SCHOOL  
Micklefield County Combined  
School  
Harborne Road, High  
Wycombe  
Deputy Headteacher required  
for September 1986 for this  
Group 4 combined school.  
Application forms and fur-  
ther details available from  
the Director of Education,  
Education Office, 100 High  
Street, High Wycombe, to  
whom they should be re-  
turned by 2nd May 1986.  
(10361) 110010

THE TIMES EDUCATIONAL SUPPLEMENT 18.4.86

## DEPUTY HEAD TEACHER

Carlethatch Junior School  
Carlethatch Lane, Enfield EN1 4JY.  
Group 5 Roll 283.  
Candidates should be enthusiastic teachers with sound,  
stimulating classroom practice. The ability to make a major  
contribution to curriculum development and take an active part in  
the senior management team will be required.  
Closing date: 2nd May 1986.

## SECOND MASTER/MISTRESS

Lavender Primary School  
Lavender Road, Enfield EN2 0SX.  
Group 7 Roll 517.  
The successful candidate will take an active part in the senior  
management team, monitor curriculum development and work  
closely with the INSET co-ordinator to identify and provide for  
necessary in-service training.  
Correction to advertisement which appeared 11th April 1986.  
Name of school should have read LAVENDER PRIMARY. Closing  
date extended to 28th April 1986.  
London Allowance, £376. Consideration given to assistance with  
removal, relocation costs, temporary housing and two homes  
allowance.  
Application forms and details (large SAE) obtainable from the  
Director of Education, PO Box 56, Civic Centre, Silver Street,  
Enfield EN2 0XQ. Completed forms to be returned by the date  
stated after each advertisement.  
An equal opportunity employer.  
(8554)

London Borough of



An Equal Opportunity Employer

## DEPUTY DEPUTY HEADSHIPS

**BUCKINGHAMSHIRE**  
EQUAL OPPORTUNITY  
EMPLOYER  
RINGS WOOD COUNTY  
MIDDLE SCHOOL  
Holla Road, High Wycombe.  
Deputy Headteacher required  
for September 1986 for this  
Group 5 Middle School.  
Application forms and fur-  
ther details available from  
the Director of Education,  
Education Office, 100 High  
Street, High Wycombe, to  
whom they should be re-  
turned by 2nd May 1986.  
(10313) 110010

## BUCKINGHAMSHIRE

**NEWLYN PLACE COUNTY**  
FIRST SCHOOL  
Newlyn Place, Pledmear,  
Wokingham RG40 3JL  
DEPUTY HEADTEACHER  
GROUP 3  
Applications are invited from  
suitably qualified and experi-  
enced teachers for the post of  
Deputy Headteacher with effect  
from September 1986.  
The successful applicant  
will be involved in all  
aspects of school life and will  
contribute in particular by  
taking a lead in curriculum  
development throughout the  
school.  
Previous applicants will be  
specially considered.  
Assistance with removal  
expenses and relocation costs  
may be available in approved  
cases and there is a wide  
range of housing in the area.  
Application forms and fur-  
ther details are available  
from the Director of Education,  
J.A. Oliver, 300, M.E.D.,  
at the Milton Keynes Area  
Education Office, Wilton  
Gate, East Central Milton  
Keynes MK8 5BE, to whom  
they should be returned on a  
foolscap stamped ad-  
dressed envelope.  
Completed forms to be returned  
by Friday 2nd May 1986  
(10012) 110010

## BUCKINGHAMSHIRE

**EQUAL OPPORTUNITY**  
EMMA HALL COUNTY  
HANNAN HALL COUNTY  
FIRST SCHOOL  
Hanna Hall, High Wycombe,  
Bucks.  
Deputy Headteacher required  
for September 1986 for this  
Group 4 First School.  
Application forms and fur-  
ther details available from  
the Director of Education,  
Education Office, 100 High  
Street, High Wycombe, to  
whom they should be re-  
turned by 2nd May 1986.  
(10314) 110010

**CUMBRIA**  
COUNTY COUNCIL  
EDUCATION DEPARTMENT  
SCHOOL  
Church Lane, Wainey, Barrow  
in Furness LA14 3AD  
(Maid 4-11 N.O.R. 146 Group 4)  
DEPUTY HEAD  
Required from Sept. 1986. Ap-  
plicants should be practising  
Roman Catholics and have a  
sound knowledge of the cur-  
riculum and a proven ability  
to manage a school. Closing  
date: 2nd May 1986.  
Application forms and fur-  
ther details available from  
the Assistant Director of  
Education, 100 High Street,  
Barrow in Furness LA14 3AD  
to whom they should be re-  
turned by 2nd May 1986.  
(10313) 110010

## BUCKINGHAMSHIRE

**NEWLYN PLACE COUNTY**  
FIRST SCHOOL  
Newlyn Place, Pledmear,  
Wokingham RG40 3JL  
DEPUTY HEADTEACHER  
GROUP 3  
Applications are invited from  
suitably qualified and experi-  
enced teachers for the post of  
Deputy Headteacher with effect  
from September 1986.  
The successful applicant  
will be involved in all  
aspects of school life and will  
contribute in particular by  
taking a lead in curriculum  
development throughout the  
school.  
Previous applicants will be  
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Assistance with removal  
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Application forms and fur-  
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J.A. Oliver, 300, M.E.D.,  
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dressed envelope.  
Completed forms to be returned  
by Friday 2nd May 1986  
(10012) 110010

## BUCKINGHAMSHIRE

**EQUAL OPPORTUNITY**  
EMMA HALL COUNTY  
HANNAN HALL COUNTY  
FIRST SCHOOL  
Hanna Hall, High Wycombe,  
Bucks.  
Deputy Headteacher required  
for September 1986 for this  
Group 4 First School.  
Application forms and fur-  
ther details available from  
the Director of Education,  
Education Office, 100 High  
Street, High Wycombe, to  
whom they should be re-  
turned by 2nd May 1986.  
(10314) 110010

## BUCKINGHAMSHIRE

**EQUAL OPPORTUNITY**  
EMMA HALL COUNTY  
HANNAN HALL COUNTY  
FIRST SCHOOL  
Hanna Hall, High Wycombe,  
Bucks.  
Deputy Headteacher required  
for September 1986 for this  
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Application forms and fur-  
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the Director of Education,  
Education Office, 100 High  
Street, High Wycombe, to  
whom they should be re-  
turned by 2nd May 1986.  
(10314) 110010

**EAST SUSSEX**  
ST JOHN'S BAPTIST R.C.  
FIRST SCHOOL  
Bristol Road, Brighton BN1  
1JL  
Roll: 112  
From September 1986, Deputy  
Head (Group 4) Successful  
candidate will be expected to  
manage the school and to be  
involved in the education  
future with full primary age  
range. Candidates with  
experience preferred.  
Relocation grants in  
approved cases.  
Application forms and fur-  
ther details (large SAE) ob-  
tainable from the Chairman of  
Governors, 100 High Street,  
Brighton BN1 1JL. Closing  
date: May 2, 1986. 110010

## EAST SUSSEX

**NORTHAM C.B. PRIMARY**  
SCHOOL  
Northam, Northampton  
NN4 0SE  
From September 1986, Deputy  
Headteacher (Group 6) with an  
interest in curriculum and staff  
development.  
Relocation grants in  
approved cases.  
Application forms and fur-  
ther details (large SAE) ob-  
tainable from the Chairman of  
Governors, 100 High Street,  
Brighton BN1 1JL. Closing  
date: May 2, 1986. 110010

## EAST SUSSEX

**NORTHAM C.B. PRIMARY**  
SCHOOL  
Northam, Northampton  
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From September 1986, Deputy  
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Relocation grants in  
approved cases.  
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SCHOOL  
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Relocation grants in  
approved cases.  
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tainable from the Chairman of  
Governors, 100 High Street,  
Brighton BN1 1JL. Closing  
date: May 2, 1986. 110010

**ESSEX**  
STIFFORD COUNTY  
PRIMARY SCHOOL  
Stifford Road, Stifford RM16 1YF  
Tel: 0474 73601  
Roll: 267  
From September 1986, Deputy  
Head (Group 4) Successful  
candidate will be expected to  
manage the school and to be  
involved in the education  
future with full primary age  
range. Candidates with  
experience preferred.  
Relocation grants in  
approved cases.  
Application forms and fur-  
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Governors, 100 High Street,  
Brighton BN1 1JL. Closing  
date: May 2, 1986. 110010

## ESSEX

**STIFFORD COUNTY**  
PRIMARY SCHOOL  
Stifford Road, Stifford RM16 1YF  
Tel: 0474 73601  
Roll: 267  
From September 1986, Deputy  
Head (Group 4) Successful  
candidate will be expected to  
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experience preferred.  
Relocation grants in  
approved cases.  
Application forms and fur-  
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Brighton BN1 1JL. Closing  
date: May 2, 1986. 110010

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Roll: 267  
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Head (Group 4) Successful  
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involved in the education  
future with full primary age  
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Brighton BN1 1JL. Closing  
date: May 2, 1986. 110010

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PRIMARY SCHOOL  
Stifford Road, Stifford RM16 1YF  
Tel: 0474 73601  
Roll: 267  
From September 1986, Deputy  
Head (Group 4) Successful  
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manage the school and to be  
involved in the education  
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range. Candidates with  
experience preferred.  
Relocation grants in  
approved cases.  
Application forms and fur-  
ther details (large SAE) ob-  
tainable from the Chairman of  
Governors, 100 High Street,  
Brighton BN1 1JL. Closing  
date: May 2, 1986. 110010

**SURREY**  
COUNTY COUNCIL

★ FRINGE AREA LONDON ALLOWANCE £284 p.a. throughout the County.  
★ Temporary housing may be available.  
★ Generous relocation expenses in approved cases.

**HEADSHIP**

**FRENTHAM C of E (AIDED) FIRST SCHOOL.**  
Frentham, Farnham, Surrey GU10 3DS. NOR 80.  
HEADTEACHER required September 1986, or as soon as possible thereafter, for this Group 2 Voluntary Aided Church of England First School for pupils aged 5-8 years. Applicants should be committed Christians, preferably communicant members of the Church of England.  
Salary scale £10,398 - £11,669 pa.  
Application forms and further details from South West Area Education Officer, 14a/b North Street, Guildford, GU1 4AF.  
Closing date 2 May 1986

**CROYDON EDUCATION COMMITTEE**  
An Equal Opportunity Employer

**HEAD TEACHER**  
Roke JM&J School  
Group 6, plus London Allowance £678.  
Purley Vale, Purley, Surrey, CR2 2DW.

Applications are invited for the Headship of this two form entry School, tenable from 1st January 1987, or earlier if possible.  
Application forms and further details are obtainable from and returnable to the Director of Education, Education Department (TAS), Taberner House, Park Lane, Croydon, CR8 1TP. Tel: 01-886 4433 Extn 2809.  
Closing date 2nd May 1986.

**AVON COUNTY**  
VICTORIA PARK INFANT  
SCHOOL  
St. John's Lane, Badminton,  
Bristol BS4 4QZ  
Group 4  
Required from 1st September 1986, Deputy Head (Group 4), a suitably qualified and experienced teacher with a sound knowledge of the curriculum and a proven ability to manage a school. Further details and application forms available from the Director of Education, Education Department, 2 Bond Street, Wakefield, to whom they should be returned to the Chairman of Governors, Fr. L. Larley, St. Joseph's Parish, c/o Crab Hill, Pontefract WF6 4JF within 14 days of this advertisement. Previous applications need not re-apply and will be considered automatically. (10332) 110010

**SURREY**  
COUNTY COUNCIL

★ FRINGE AREA LONDON ALLOWANCE £284 p.a. throughout the County.  
★ Temporary housing may be available.  
★ Generous relocation expenses in approved cases.

**DEPUTY HEADSHIP**

**BURHILL COUNTY FIRST SCHOOL,**  
Pleasant Place, Hershham, Surrey  
DEPUTY HEADTEACHER required for the start of the Autumn Term 1986 for this Group 4 school for pupils aged 5-8. Estimated number on roll (January 1987) - 206 plus 20 place nursery.  
Salary Scale: £8,733 - £11,373  
RE-ADVERTISEMENT - previous applicants will be considered and need not re-apply.  
Application forms and further details from: North East Area Education Office, 7 Monument Hill, Weybridge, Surrey KT13 9RZ  
Closing date 2 May 1986

**SURREY**  
COUNTY COUNCIL

★ FRINGE AREA LONDON ALLOWANCE £284 p.a. throughout the County.  
★ Temporary housing may be available.  
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**DEPUTY HEADSHIP**

**BURHILL COUNTY FIRST SCHOOL,**  
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DEPUTY HEADTEACHER required for the start of the Autumn Term 1986 for this Group 4 school for pupils aged 5-8. Estimated number on roll (January 1987) - 206 plus 20 place nursery.  
Salary Scale: £8,733 - £11,373  
RE-ADVERTISEMENT - previous applicants will be considered and need not re-apply.  
Application forms and further details from: North East Area Education Office, 7 Monument Hill, Weybridge, Surrey KT13 9RZ  
Closing date 2 May 1986

**Wiltshire**

Estimated N.O.R. - January 1987 - 213

**SCALE 2 POST FOR CREATIVE ARTS**  
Required for September 1986, an enthusiastic teacher to lead the school in the field of Creative Arts, i.e. music, art and craft. The successful candidate would also have responsibility for the co-ordination of a year group. Flexibility to teach all junior age groups desirable. Candidates are encouraged to apply, even if their strengths are in other than the above, such as drama, dance or movement. Please apply by letter to the headteacher at the school, with full c.v. and names and addresses of two referees.  
Westport Primary School, Rivers Road, Highworth, Swindon, SN6 7AP  
Head Teacher: Mr. D.J. Toomer  
Estimated N.O.R. - January 1987 - 280

**Required for September 1986, a Scale 2 experienced junior teacher, offering leadership in mathematics/science throughout the school. Further details and application forms are obtainable from the Head teacher at the school, and must be returned by Friday, 2nd May, 1986.**  
Shaw Ridge County Primary School, Shaw, Swindon, SN5 9RW  
Head Teacher: Mr. K.G. Burke  
Estimated N.O.R. - January 1987 - 140

**SCALE 2 PRIMARY TEACHER - MUSIC**  
Required September 1986, experienced/enthusiastic teacher with a clear understanding of current educational developments for this new and growing semi-open planned Primary School. The successful candidate will have the ability to offer Music across the age range, plus a belief in the principles of co-operative teaching. Visits to the school welcome, by arrangement.  
Application forms and further details (S.A.E. please) available from the Head Teacher at the school, closing date, 2nd May, 1986.

**Headteacher**

**ST WILFRID'S C.E. SCHOOL,**  
Eastern Road, Haywards Heath,  
West Sussex. RH16 3NL

Required for September 1986, a Headteacher for this Group 6 School, Church of England Communicant preferred.  
Form and details from Mid-Sussex Area Education Office, Beckworth House, Black Hill, Lindfield, West Sussex. RH16 2DU  
S.A.E. please.  
Closing date within two weeks of appearance of this advertisement.

**METROPOLITAN BOROUGH OF NORTH-TYNESIDE**  
EDUCATION COMMITTEE

**MEADOW WELL PRIMARY SCHOOL**  
Wantage Avenue, North Shields,  
NE20 7BE

**HEADTEACHER**

GROUP 4 ROLL 182 + Nursery

Applications are invited from suitably qualified and experienced teachers for appointment from 1st September 1986 to the above-mentioned post.  
Application forms and further details are available on receipt of a.s.e. from the Director of Education, Education Office, The Chase, North Shields, NE20 0HW, to whom they should be returned within two weeks of the appearance of this advertisement.  
It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status.

**BARNET**  
LONDON BOROUGH  
Required from September 1986  
MONKFRIEZE SCHOOL  
8001 Drive, Southgate N14  
Roll 187  
HEADTEACHER  
GROUP 4  
Applications are invited from  
suitably qualified and experi-  
enced teachers who are in-  
terested in the development  
of the school. Applicants with  
particular interest in computer  
studies would be particularly  
welcome.  
Removal expenses and  
separation allowances avail-  
able.  
Application forms (a.s.e.) ob-  
tainable from the Director of  
Education, Education Office,  
100 High Street, North  
Tottenham, London N16 7JL  
May 1986. (10033) 110010

**PRIMARY**

**TRELAWNYD V.P. SCHOOL**  
(45 pupils)



**ENFIELD  
LONDON BOROUGH OF  
ENFIELD  
HAZELBURY JUNIOR**

Hassalbury Road, Edmonton  
97T  
\$13,300  
Required September 1  
**SCALE 3 MUSIC**  
Enthusiastic musician  
teaches music throughout  
school. There is a lively na-  
tional tradition in folk  
music at school. An added  
interest in Dance, Drama,  
Games (Football), would  
be welcomed.  
The following would be consid-  
ered:  
**SCALE 6 CURRICU-**  
**LEADER FOR ENVIRON-**  
**TAL STUDIES**  
An experienced teacher  
organizes environmental  
studies throughout the schol-  
arship in the develop-  
ment of other work. A te

Teacher. Closing date 2n  
1986.  
An equal opportunity  
player. (02888) 1

**Roll 330**  
**CO-ORDINATOR FOR**  
**CURRICULUM AND**  
**TEACHING DEVELOPMENT**  
**SCALE 3**  
Required September 10  
enthusiastic and com-  
teacher to join a  
established man-  
team. Applicants should  
prepared to take responsi-  
for language develop-  
and to make a contri-  
towards INSET work of  
members of staff.  
London Allowance  
A qualification forms  
further details (large  
obtainable from the  
Teacher at the school  
ing date 9th May, 1984.  
An Equal Opportunity  
player. (08884)

**ESSEX**  
**EARLS COLNE COUN-**  
**PRIMARY SCHOOL**  
Park Lane, Earls Colne  
Colchester  
Tel: Earls Colne (078  
2805  
(Ext 278)  
**TEACHER, SCALE 3**  
Required September  
to make a significant

Application form from the North Western Station Approach; CM7 5QA. (If returned s.a.c. please).

**TEACHER, SCALE 1**  
Required Separably for national curriculum development. Evidence of understanding of current learning needs and of practice in the classroom.  
Closing date: 29/1/1985.

Application for further details available on request.

Apparition, Brimble,  
SQA (foolscap 2.2.2.)

KATHERINES COUN  
PRIMARY SCHOOL  
Brookside, Harlow C  
S  
Tel: Harlow 21485  
(Roll 288)  
CURRICULUM LEA  
SCIENCE/MATHS  
SCALE 3  
Applications for this  
are for inst  
(ment) are who favo  
(plant) integrated  
mentally based c  
process  
Application forms  
details can be obtai  
the Headteacher

**JUNIOR SCHOOL**  
Winifred Road, Fitz  
Basilidon 8813 3TG  
P.O. Basilidon 3336A  
(Rou 480)  
**TEACHER SCALE 3**  
F.A.)  
Required September  
to be a well qualified  
with proven leadership  
titles. To play leading  
curricular development  
curricular research  
tion allowances p  
approved areas.  
Write to S.W. A  
Hos Office  
Basilidon 5516 5RX  
- to be returned by  
1986 (foolscap s.a.)

St John's Road, St  
Mountfitchet  
Tel. 01473 650505  
8.30-9.30pm  
(Roll 233)  
TEACHER, SCALE  
Required 50  
a enthusiastic  
Junior Class. Able  
piano and help v  
throughout the sch  
be a language  
Application for  
further details visit  
the North West Ex  
www.nwex.org.uk  
Contact Approach  
CM7 6QA, returns  
May, 1986 (pool  
01274 751111





















**TYNESIDE  
POLITAN BOROUGH  
TH TYNESIDE  
ION COMMITTEE**

Roll 1, 100 (including  
of 2001)  
1st September  
one year only to  
member of staff on  
TEACHER of  
DESIGN and TECH-  
Work up to and  
A range of avail-  
ible candidate  
work forms are avail-  
able for use by the  
teacher to whom they  
with the results of  
the appearance of this  
statement.  
It is the policy of this Coun-  
cil to provide equal employ-  
ment opportunities for all  
persons who will be able to fill  
the post. No discrimination  
will be made on grounds of  
sex, race or marital  
status.  
1984 1985

**HAMPTONSHIRE**  
**HAMPTON THOMAS**  
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1 or 2 according to  
experience in teaching  
scope to initiate and  
develop a significant  
The School is in its  
youngest the 1966  
and is involved in

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**GRADUATE TEACHER OF MATHEMATICS AND SCIENCE**  
The scheme of Mathematics followed is SMP 11-16  
Both appointments are temporary for one year.  
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1. *Journal of the American Medical Association*, 1997; 278: 1039-1044.

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**TEACHER OF COY**  
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forms can be reque  
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## Science without sight

Blind pupils tackle all of the experimental work no less than their sighted classmates. By Muriel Buchanan and Bill Hynd

In Firrhill High School, a large comprehensive in Edinburgh, an O grade class in physics is proceeding. Nothing very unusual about that, except that several of the pupils are totally blind. For many years now, pupils from the Royal Blind School in Edinburgh have joined with pupils at Firrhill for science classes. Over the years the joint teaching scheme has developed and changed in response to the needs of the pupils and the demands of the curriculum.

Recently, as a result of a request from the pupils at the Royal Blind School, physics has been added to the science subjects already available to them. An earlier attempt had run into difficulties but it seemed that with modern technology many of the earlier problems might be eased. In England, physics has been taught successfully for many years to blind and visually handicapped pupils and so there is a fund of information and expertise already available which provided us with a great deal of help.

The importance of practical work for all pupils in science has long been recognized. Concrete experience of experimental work forms a sound basis on which to build theoretical concepts. However, a great deal of laboratory work relies on obtaining readings or observing changes by visual means. Overcoming this difficulty has always been the biggest problem in teaching science to the visually handicapped. However, O grade physics poses some quite specific problems.

We agreed that Royal Blind School pupils should tackle all of the experimental work no less than their sighted classmates. It seemed that one of the ways to make this accessible to them might be through the use of a computer linked to peripheral units and a voice synthesizer. Many others seemed to feel the same way but none

actually had such a system operating. Of course, not every difficulty can or should be solved using one method only. However, a computer-based system seemed likely to solve quite a wide range of our problems.

Already in use in second year science teaching was a Votrax voice synthesizer giving a spoken output from a BBC computer. Visually handicapped students are all now familiar with this as it forms part of the Votrax work station which is in wide use. The next step was to find a suitable interface to which probes and other sensors could be connected and then program the computer to give spoken, rather than visual, output.

Approaches to various bodies revealed that expertise and knowledge existed in several places, but that none could provide answers to all our questions. However, everyone was interested and helpful and willing to lend equipment or software for us to try out, though the consensus seemed to be that it would be very difficult to achieve our aim. What was needed was a robust interface with terminals which could be easily identified by touch. It must not have any fiddly bits and must be capable of taking a wide variety of inputs. In addition, the input to the computer had to be easily programmable to give a spoken output.

Eventually, we decided that the Unilab interface was most likely to fit our needs. In addition, the accompanying software looked professional, promising and fairly idiot-proof. This was very necessary, in our case, both for teachers and pupils.

The first need on the physics course was for an accurate timing device which seemed a reasonably straightforward problem on which to cut our teeth. It is one thing to "know" that something is possible and quite another to get it ready for use in the

classroom, especially for a blind user. However, the equipment having been amassed, the physics teacher grimly set to work, anticipating a long struggle. Later the same afternoon, the normally unadventurous Bill was to be seen, grinning cheerfully and dragging unsuspecting and uncomprehending colleagues into his lab to "listen" to his experiment! This involved the automatic timing of a ball-bearing rolling down a slope, the results being spoken out by the voice synthesizer. In principle, any measurement which can be converted to a voltage is accessible to the system.

Since that first success, of course, problems have increased rather than decreased and each new section of work brings its own challenge. It is important to be aware of the potential of the set-up which gives great flexibility. There are obviously other areas of science teaching where this arrangement can be of use. In the long run there may be considerable possibilities in situations far removed from the science lab.

As is often the case where handicapped pupils work in mainstream schools there is a spin-off. The equipment can, naturally, be used by a sighted person and provides, in addition, an insight into the ways modern technology can be used to help overcome a handicap or disability. It is often said that girls show less interest than boys in computer-aided technology, but it may well be that seeing applications of this type could stimulate their interest. Certainly, the Firrhill pupils have benefited from working in this way alongside their visually handicapped peers.

Muriel Buchanan is assistant principal teacher with responsibility for the joint Firrhill High School and Royal Blind School science teaching scheme. Bill Hynd is acting principal teacher of physics at Firrhill.



Fiona and Kirsten, both blind, working with Sarah, a Firrhill pupil (on right)

## Their ideas

Learning in Science. The implications of children's science. By Roger Osborne and Peter Freyberg. Heinemann £5.50. 0 866863 275 9.

Not everyone involved in curriculum design agrees that we need to change children's ideas about science, but those who do must start with a clear awareness of pupils' existing views before trying to modify them. If we are successful in gaining pupils' acceptance of the scientific view then that also needs further reinforcement if it is to stick in their understanding.

Well into this fascinating book the authors describe some typical reactions of teachers confronted with evidence that much science teaching fails miserably to produce a better understanding of scientific ideas in pupils' minds. Some ask for a ready-made panacea; others reckon that the problem must be the fault of some other part of the education system; many fret that their wrong all along, while the remainder display an understanding of the problem and a desire to do something about it.

For effective teaching, the presentation needs to make scientific ideas intelligible (so pupils are able to grasp them), plausible (so that they square with other notions the child has), and fruitful (so the new ideas seem preferable to the old ones).

If these two extracts from the book ring bells, then the message of the research work will not go amiss: *Paula:* He talked about it... that's about all.

*Observer:* What have you decided the task is about?  
*Paula:* I dunno. I never really thought

about it... just doing it - doing was it says... it's 8.5... just got to do different numbers and the next one have to do is this (points in text) and

"The second story recounts the confusion when a teacher heated camphor in the front of the class and asked pupils to put up their hands when they could smell it. Using the different lengths of time required for the pupils to respond, the teacher then embarked on a completely teacher-dominated "discussion" of particles, leading up to a blackboard conclusion "All matter is made up of molecules".

We all believe that pupils will learn more readily if the lesson is perceived to be relevant to their current situation. Ideally it should relate to the outside world in some significant way, and to the scientific ideas a pupil already holds, and to have importance for some of the relationships that are dominant for the pupil.

This book, and the finding on which it is based, is of such importance that every secondary head of science and primary teachers who embark on science teaching should absorb it. Taking action on it within a science department will not be an easy task, but any teacher will find this welcome. Maintaining the status quo while acknowledging that the findings in this book are vitally important will be a frequent outcome. An innovative head of department will therefore need to think carefully about the way in which changes might be brought about, and part four of the book offers some helpful suggestions.

*Learning in Science* measures up well to the authors' own criteria of intelligibility, plausibility and fruitfulness. To neglect it and the implications of the research would be dereliction of duty.

Michael Joyce

## Tempered with humanity

less role in life than it does now, perhaps the need was not felt so urgently. Certainly, syllabuses expressed these aims in such general terms that it would have been difficult to pin down what they wanted. It is easy to imagine that such aims would rapidly sink to the lowest level of priority in cramming for university entrance grades.

At the same time, there has always tended to be the attitude among science teachers that such stuff is for the humanities. Yet, in contradiction, they would not refuse that the broader aims of education are for all teachers to achieve. Perhaps there was (and is) also a fear that teaching about science with its unaccustomed methods, would slowly grow to dominate the teaching of science. Of course, you cannot effectively teach about some science unless you also teach some science. Relating science to the individual and to Man cannot occur in a vacuum. At the same time, it must be acknowledged that it is possible to go overboard. The problem is one of balance. On the one hand, scientific attitudes might lose reality, scientific attitudes might lose reality and superstition at bay. On the other, humanizing science might make people more civilized. It has been suggested that up to

10 per cent of the time of a course might be legitimately devoted to humanizing and humanizing study. But it is not the amount of time that is important. It is how the subject is taught.

There are others who accept that science teaching should be humanized but only to the extent that it achieves an appreciation of the philosophy and epistemology of science. This is a legitimate but restricted aim. Those who would understand science need to see it in all its relations. Nothing stands alone.

I feel that if such an approach were more widely adopted, the result would be students with a better understanding of science and a better appreciation of its nature, its strengths and limitations. As adults, they would be better equipped to respond to the choices that science and technology generate in a modern society. Some, I would hope, would become scientists and technologists, and better ones for it. Science teaching is not integrated with the fabric of life, many will see it as being irrelevant to Man's real needs. Others may see a dehumanizing approach as legitimizing the same treatment of Mankind's problems.

Dr Newton is a head of science and head of physics in a comprehensive school in Durham. He has written and researched widely in science education.

## Potentially disastrous?

Science 5-16: does the government understand the implications of its own proposals? asks Bryan Chapman

The DES Policy Statement Science 5-16 argues for the expansion of science education for all. It then makes proposals which if implemented will reduce the amount of science studied by over half of our most able pupils up to 16-plus. In doing so it may well be ensuring that even fewer of these pupils go on to study science subjects in the sixth form with consequent catastrophic effects for higher education and eventually British (sic) industry as a whole. Ironically, one of the major claims in Science 5-16 is that "each of us needs to be able to bring a scientific approach to bear on the practical, social, economic and political issues of modern life." Would that the authors of this paper had set a good example in this respect!

However well intentioned, the Policy document is fundamentally flawed, as deficient in analysis as it is strong on naive sentiment. For example primary science is to be regarded, *ipso facto*, as "a good thing". Why? Primary French was similarly regarded a generation ago. And where did that get us? How in fact will the success of primary science be measured? Is it too much to ask again for "a scientific approach"?

Crucial in all of this is the question of how a "balanced" curriculum cake is to be sliced in order for it to be taught. If the slice available to the sciences is to be "not more than 20 per cent" then what about the size of the other slices? Are Maths and English to be 10 per cent slices (44/0) or 18 per cent (63/5) ones? And who says this 20 per cent, which is expected to include technology, provides the right balance for preparing young people for the Information Technology Society?

The authors of the Policy statement appear to be unaware that the majority of able pupils (i.e. those taking eight or more O levels) already take three sciences. Has this choice "irreparably damaged the prospects for overall balance in the curriculum" for the pupils concerned? If so, somebody should inform their parents, many of whom actually put to ensure that their children become a damaged. Indeed if one looks at the number of schools

voluntarily opting for the "merits of Integrated Science" - which, needless to say, this document neither spells out or gives evidence for - it is actually minuscule. Only pressure from a number of I.E.S.s determined to force change seems likely to change this situation. Not a good way to create a new Jerusalem when many teachers oppose the change. Furthermore, one of the consequences of reducing the time our more able young people are able to devote to the sciences is that they will add an extra subject to their GCSE profile. Given that this extra subject is bound to have greater status than any of the separate sciences as well as providing an extra A level possibility, the likely outcome of this policy is that less, not more, of our most able young people opt for Science A levels. Is this really the intention of the policy?

The alternative to an integrated Science approach is a modular approach. Given the requirements to include problem-solving activities in the curriculum and to use internal assessment techniques as well as to test "experimental work in a practical context" this effectively reduces the Biology, Chemistry and Physics components of a "double-subject" GCSE course to a half-subject. How can this be viewed as being compatible with the Policy Statement's demand (para.79) that "Provision for the ablest pupils needs to be of a quality, breadth and depth which will enable them to follow science courses of their own choice at A level; and the capacity to do work of this quality must not be put at risk", is, to say the least, unclear.

Implementation of these proposals will, however, have a far more serious effect than simply reducing the amount of time given to each science. A graduate who teaches half a subject

will inevitably acquire half-subject status. As more and more I.E.S.s set up sixth-form/tertiary college forms of organization this will become very significant for science teachers in 11-16 schools. Furthermore, whereas a history graduate in a department of three has a one-in-three chance of becoming a head of department, a biologist, chemist or physicist in a science department of 10 will only have a one-in-ten chance of reaching that status. The career implications of the Policy Statement are potentially disastrous.

If one further considers the license a "Science" curriculum gives a head or an I.E.S. to pressurize science staff to teach outside their areas of competence and interest and the encouragement it gives to making new appointments without due regard to specialist qualifications, one has a recipe not for curriculum renewal but for curriculum disaster. Within the new proposals it is clear that Physics is the subject most at risk not just because it is inherently difficult but also because physicists simply won't be available to teach it. Given current government policies towards both higher education and the teaching profession it is very difficult to see enough physics teachers being recruited for 16-19 colleges let alone 11-16 schools, which, for most physics graduates will be very much a second best option.

The outlook therefore is bleak even without the implementation of the Policy Statement. The Statement simply makes it worse both for physics and physics teachers. From a career point of view it is likely that the few physicists in 11-16 schools will see greater opportunities teaching technology and/or computer studies than teaching "Science". They will probably also find it more congenial, not

only because many feel more at home with these subjects than with biology and chemistry, but also because they will, on the whole, be teaching smaller classes using better equipment.

All of this should not be taken to imply that what the Policy Statement sets out to achieve is wrong. Unfortunately the curriculum has problems which have to be tackled as a whole, not in parts. One has the impression with this document that the science education community has recognized this but then has put its head on the chopping block of change without ever giving a thought to what actions others should take. The prospects of achieving the breadth and balance of experience which most people acknowledge to be lacking in our present 14-16 structure by integrating or combining groups of subjects is, in fact, a non-starter. What is needed is an alternative curriculum structure.

One possibility is that the national time allocation for all subjects should be between 6 and 7 per cent of total curriculum time. Almost everything that is desirable - studying all three sciences, technology, two languages, economics, life skills *et al.* - becomes possible within such a framework. The only thing that is lost is the level of achievement. Or is it? After all a central thesis of the Policy Statement is that we can reduce coverage in the sciences without affecting standards reached. If we accept this thesis then logically it can be applied to every subject in the curriculum. Clearly all subjects can have their curriculum time reduced without putting at risk the "quality, breadth and depth" of work of able pupils in those subjects. The albatross of a pin-up-subject curriculum can once and for all be removed from the neck of Education 14-16. However, if other subjects reject this

thesis, then so should the sciences.

The authors of the Policy Statement are in fact trying both to have their cake and eat it. It is time to acknowledge that the scale of curriculum change deemed desirable up to 16 has inevitable consequences for education post-16 if "standards" are to be seen to be maintained. A three year, five-subject curriculum to replace the present pattern of sixth-form studies would seem a logical consequence of establishing any broadly balanced curriculum up to 16-plus. It would certainly, at a stroke, increase the number of students reaching the school/higher education interface with qualifications appropriate to scientific and technological careers. The alternative to this, if we are to maintain our standards at a level acceptable to the rest of the world, would be a four-year pattern of degree studies. Perhaps both.

There is a need for change, but not retrograde change. In particular change must not reduce either the quality or quantity of science education that our more able young people experience if we are to stand any chance of achieving the swing to science and technology which is deemed desirable. Higher education in the sciences is in danger. At one end of the spectrum we are now being forced to cut back on fundamental research; at the other, we are making proposals which will actually cut the amount of time many of our more able pupils spend on the science in schools. Does this really make sense, particularly at a time when the future prosperity of this country is acknowledged to depend on both fundamental and applied research? Without these sciences what hope do we have of not becoming the Wolverhampton Wanderers of the world high-technology league, a league to which there is no re-election? Sir Keith, or his successor, must really think again about the Policy Statement and understand how potentially disastrous it is for the future economic health of this country.

Bryan Chapman is a lecturer in the Centre for Studies in Science and Mathematics Education of the University of Leeds.

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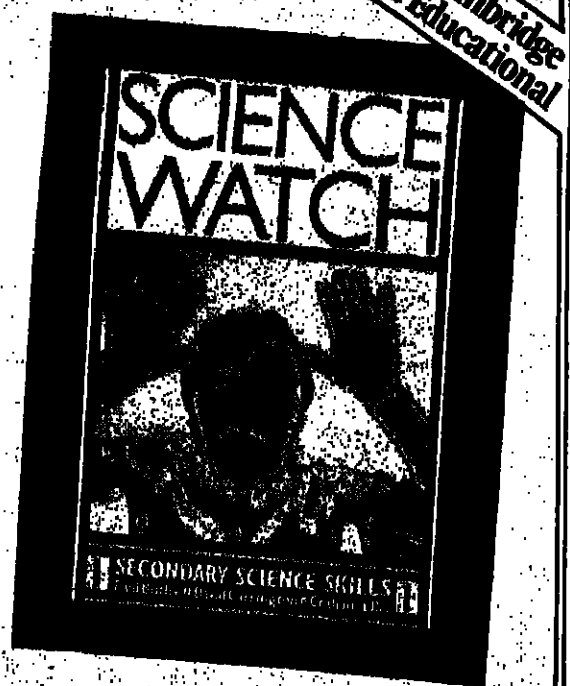
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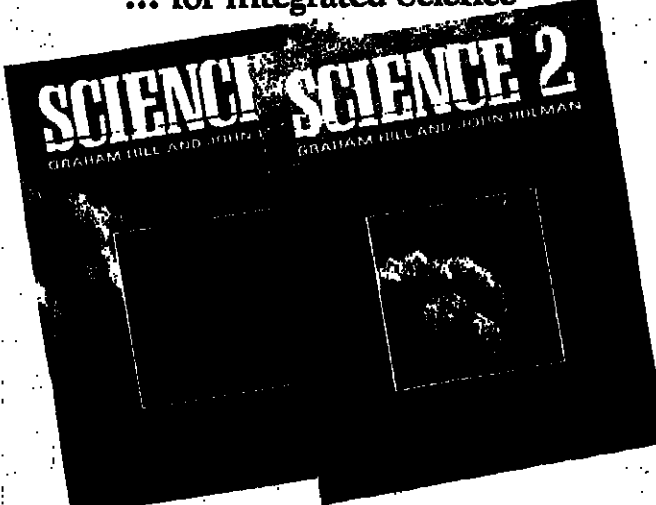
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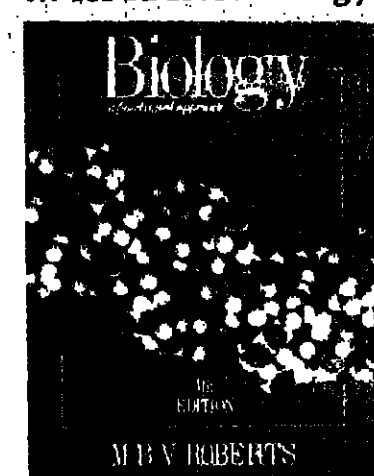
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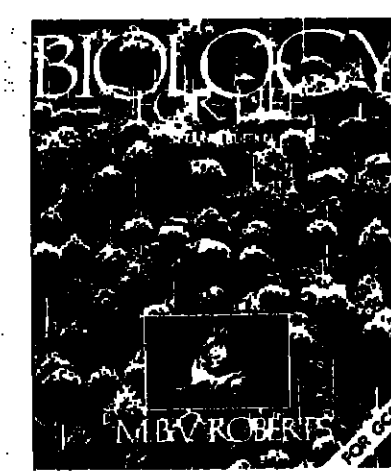
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# Integrated vs separate sciences

Bob Fairbrother and Roy Skinner on some research being done at the Centre for Educational Studies, Kings College, (KQC)

Integrated science, notably the Schools Council Integrated Science Project (SCISP), has lots of support from some educationists and teachers but scepticism and opposition from others. Some schools have been forced to give it up through pressure from parents and employers. Paradoxically one of its strengths - a double subject which enables biology, chemistry and physics to be covered in the time normally given to two subjects - is also, because of its unfamiliarity, one of its weaknesses. "It is weak, trendy, non-rigorous, a poor preparation for A level; anyway, we want physics."

The Association for Science Education has advocated integration. The Royal Society has counselled against it. Now the DES is calling for broad and balanced science courses for all pupils up to the age of 16, and a double-subject SCISP-type approach is seen by many to offer the necessary breadth and balance in the available curriculum time. All the examining groups are ensuring that for the new GCSE there will not be a lack of suitable examinations. The critics predict a general lowering of standards as a result, and fear that A level standards and performance will go down. It is very important, therefore, to know if there is any evidence to justify or allay this fear. At the Centre for Educational Studies we have been collecting and analysing information about SCISP during the past few years and are beginning to get some interesting results.

In deciding upon a basis upon which



Biology practical for 5th years at Swancombe School

to make a fair comparison there are two main problems. The first is that to compare the A level grades of all those students who did SCISP with those who didn't is not good enough because those who did SCISP might have been better (or worse) intellectually and would get better (or worse) A level results whichever O level course they did. The second is that it is unfair to compare students who did only one O

level science (physics or chemistry or biology) with SCISP students who have spent double the time studying science. A bias exists in the other direction for those students who have studied three sciences at O level.

To tackle the first problem we decided to use performance in O level mathematics to determine the common basis for comparison. For the second problem we decided to compare SCISP students with non-SCISP students who studied any two of the traditional O level sciences. Performance in O level mathematics correlates pretty well with performance in O level sciences and with performance in A level sciences; in addition, mathematics is the only subject which is common to most science students. With the cooperation of examining boards and schools we obtained the O level science and mathematics grades of all the students who followed the SCISP course in the three years 1980-1982 and subsequently took A level sciences, together with their subsequent A level science grades. We also obtained the corresponding information over the same three years from six examination boards for a sample of non-SCISP students who did two O level sciences, O level mathematics and at least one A level science. The numbers of students involved are shown in Table 1.

In order to find the differences in performance at A level, the A level grade grades were assigned values of A=7, B=6, C=5, D=4, E=3, O=2 and F=1; and the O level grades values of A=6, B=5, C=4, D=3, E=2, and U=1. We then compared each of the SCISP sub-groups with the non-SCISP group for each of the A level sciences. This was done using a statistical procedure known as analysis of variance which made allowances for different mathematical performances



Chemistry at Coleridge College Cambridge

in order to give a common basis for comparison. The procedure finds the average performance at A level of all those students who got, say, grade A in O level mathematics. The difference between these A level averages for the SCISP and non-SCISP sub-groups is then found and the process repeated for each O level grade. The average of the differences is calculated in order to give the overall difference for each sub-group. The results are shown in Table 2.

Overall it can be seen that while SCISP students obtain A level physics and biology grades which are, on average, the same as or better than those obtained by non-SCISP students, they obtain A level chemistry grades which are, on average, the same as or worse than those obtained by non-SCISP students. (The apparent disadvantage of the SCISP chemists in comparison with the O level chemistry plus biology combination may be an advantage of this particular O level combination rather than a disadvantage of SCISP because there is no disadvantage compared with the chemists from the chemistry plus physics combination.)

However, SCISP is only one example of an integrated science course. All the examining groups are producing their own versions of integrated science for the GCSE, some of which are similar to SCISP, some of which are quite different. (SCISP as such will not be examined after 1987.) Schools will be able to choose whichever alternative suits their particular needs, and there seems to be little or no disadvantage in taking a SCISP-type course. In addition there is probably some room for adjustment in order to strengthen the chemistry (perhaps at the expense of physics). The examining groups will need to be aware of the possibility of having to do some fine tuning of this kind and will need to monitor the results of their examinations to give them the necessary guidance.

Providing a good preparation for future A level studies is only one attribute of a good 16-plus course. Another attribute is that the course will encourage students to pursue their studies further. A measure of this factor is the percentage of students taking a science course who continue from 16-plus to take A level examinations in a science subject or subjects. Table 3 shows this information for the samples of students in our investigation.

It can be seen that there is very little difference between the percentages of

| A level course | O level course                                      | Number of candidates | Average O level Maths grade (A=6, B=5, etc) |
|----------------|-----------------------------------------------------|----------------------|---------------------------------------------|
| Physics        | Physics + Chemistry<br>Physics + Biology<br>SCISP   | 716<br>86<br>887     | 4.3<br>3.3<br>2.9                           |
| Chemistry      | Chemistry + Physics<br>Chemistry + Biology<br>SCISP | 476<br>122<br>684    | 4.4<br>3.8<br>3.8                           |
| Biology        | Biology + Chemistry<br>Biology + Physics<br>SCISP   | 250<br>93<br>511     | 3.5<br>3.0<br>3.6                           |

TABLE 1: Number of candidates in the sample of SCISP and non-SCISP groups who took each of the A level Sciences.

| A level   | Non-SCISP Sub-Group                        | A level Grade difference D |
|-----------|--------------------------------------------|----------------------------|
| Physics   | Physics + Chemistry<br>Physics + Biology   | no difference<br>+0.74     |
| Chemistry | Chemistry + Physics<br>Chemistry + Biology | no difference<br>-0.39     |
| Biology   | Biology + Chemistry<br>Biology + Physics   | no difference<br>+0.53     |

TABLE 2: Significant A level grade differences between the SCISP groups and the non-SCISP sub-groups. (D = SCISP grade - non-SCISP grade).

| O level course                 | Percentage of students taking the O level course who went on to do any 1 or more A level sciences | 2 or more A level sciences |
|--------------------------------|---------------------------------------------------------------------------------------------------|----------------------------|
| Physics + Chemistry            | 39.5                                                                                              | 18.3                       |
| BOYS Chemistry + Biology only  | 20.3                                                                                              | 9.3                        |
| Physics + Biology              | 14.1                                                                                              | 1.1                        |
| Total non-SCISP                | 31.5                                                                                              | 13.2                       |
| SCISP                          | 31.3                                                                                              | 15.6                       |
| Physics + Chemistry            | 21.5                                                                                              | 8.9                        |
| GIRLS Chemistry + Biology only | 21.8                                                                                              | 6.7                        |
| Biology + Physics              | 9.3                                                                                               | 1.1                        |
| Total non-SCISP                | 17.9                                                                                              | 5.4                        |
| SCISP                          | 19.6                                                                                              | 10.0                       |

TABLE 3: Percentage of students who went on from O level sciences to do A level sciences.

|                 | All Physics | All Chemistry | All Biology |
|-----------------|-------------|---------------|-------------|
| BOYS non-SCISP  | 82.2        | 49.5          | 9.8         |
| SCISP           | 83.5        | 49.6          | 21.5        |
| GIRLS non-SCISP | 21.2        | 39.8          | 69.1        |
| SCISP           | 38.0        | 54.5          | 67.4        |

TABLE 4: Pattern of science subject choices at A level (percentages of sample students taking A level).



Sixth-form physics at World of Kent Grammar School

SCISP and non-SCISP boys who went on to do one or more A level sciences, but the SCISP girls have a slight edge over the non-SCISP girls (d = 1.7 per cent). This bias in favour of SCISP is even more apparent when we look at the percentages who went on to do two or more A level sciences which provide a better basis for future science study. SCISP seems to attract more students, twice as many in the case of girls, into doing more science. It certainly provides a broader base from which to be able to choose more science at A level.

Finally, it is interesting to see the pattern of A level subject choice once the students are in the sixth form. This is shown in Table 4 for our sample of students.

Of the SCISP boys, 21.5 per cent chose to do biology either on its own or in combination with chemistry and/or physics. This compares with 9.8 per cent of the non-SCISP boys. So SCISP attracts more than twice as many boys into biology. Major differences occur also with the girls where much larger percentages of SCISP girls go on to study physics and chemistry compared with the non-SCISP girls.

The general conclusions seem to be that there is little subsequent disadvantage at A level in following a SCISP-type course at O level, and that a SCISP-type course may attract more students (in particular girls) into doing more science compared with a more conventional two O level science course.

## Cybernetics: understanding the the fundamentals

by Peter Fellgett

Cybernetics is the scientific and technological discipline concerned with control and communication, information and feedback. Each year the Department of Cybernetics at the University of Reading invites all applicants to a series of open days, both so that they can see us and we can see them. Each applicant is interviewed by a member of staff, and decisions on offers of places may depend on these interviews. When we are satisfied that the candidate is already able to succeed in a university course, offers are sometimes relaxed even as far as making matriculation the sole requirement.

The subject obviously requires competence in mathematical manipulations and physical calculations, but understanding of the fundamental concepts of mathematics and physics is equally important. We have become increasingly worried in recent years that even those who succeed at A level may lack this basic understanding.

One difficulty is the poor English of some candidates, in the sense that they seem unable to make a grammatically and syntactically coherent response addressed to the actual question asked. Thus a question such as "Tell me about the approach to Complex Numbers you have been taught" might elicit the response "It's got one part wot doesn't exist". This description could apply to a three-legged table, even setting aside the question of the referent of "it". It is often past praying for that the applicant's speech should display precision of thought, or that it should approximate (as a graduate's should eventually do) to any kind of Standard English. One sometimes feels that good use of language is heard mainly from overseas students: at least they have been taught English!

Another difficulty is caused by trying to base courses on current

applications rather than on lasting fundamentals. An applicant doing an A level in some such subjects as Electronic Systems might typically announce that he or she has "done feedback". Questioning reveals that this means the candidate can quote the amplification of a virtual-earth feedback configuration as the ratio of the feedback impedance to the feed-in impedance (never mind the minus sign) but cannot derive this approximate result or say how it arises.

The most disturbing finding is however that students of quite acceptable ability studying physics or mathematics at A-level may have no knowledge of the fundamentals of these subjects. We commonly find applicants predicted to obtain good grades in mathematics who do not know what a derivative or an integral is! They can indeed quote formulae for the derivative or integral of specific functions (usually just powers of x, with perhaps log (x) and even cos (x) and sin (x) thrown in after prompting) but cannot define a derivative as a limit of the ratio of increments, nor an integral as the limit of a sum. About half are able to give some kind of graphical interpretation of derivatives and integrals, but very rarely able to relate such ideas to the analytical definitions (for example, derivative as the gradient of the tangent, itself defined as the limit of a chord).

Although not so fundamental, it is also disturbing to find that reasonably able applicants are able to quote a formula for integration by Parts, but are unable to derive this formula and do not understand how it relates to the derivative of a product; for which they may indeed be able to quote a formula, but without being able to derive it.

It seems incredible that a well-recommended applicant taking physics A level should be unable to quote

Newton's Laws of Motion (not necessarily in historical form, but at least the essential content) or the fundamental laws of Conservation of Energy, Momentum and Mass; yet such is the case. Many candidates are unable even to define kinetic energy and momentum correctly, or to relate these to force, time and distance. A vague and descriptive knowledge of Quantum Physics and Relativity is no substitute for understanding the foundations of Physics.

Of course it is easy to over-react to a few unhappy experiences in interviewing, but there does seem to be a consistent trend which should make us ask whether the best priorities have been chosen in O and A level teaching and examining in English, physics and mathematics.

We are not generally unhappy with "modern" syllabuses, but find significant distinctions. The extra formal precision and more modern content of, for example, SMP Mathematics is welcome (we often find "pure" mathematics more relevant to modern subjects like cybernetics than traditional "applied mathematics") but balanced by some loss of manipulative skills. On the other hand, the good effect of emphasis on "discovery" methods in, for example, Nutfield Physics is often at the cost of unacceptable gaps in knowledge of the subject.

One must jest among the skulls, and there are lighter moments. We not infrequently encounter a physical constant apparently called the Avocado Number. One applicant divided complex numbers into real and imaginative parts. Another claimed to be studying "Probability and Sadistics", whether this included practicals was not stated.

Peter Fellgett is professor in the Department of Cybernetics, University of Reading.

## Familiars

Woodlice in Britain and Ireland. Distribution and Habitat. By Paul T. Harding and Stephen L. Sutton. Institute of Terrestrial Ecology. £5.00. 0 904282 85 6.

While not perhaps the most fascinating of the insects, everyone with even a small garden must be familiar with woodlice, especially when, as they occasionally do, they stray indoors.

This book summarizes the information gathered in the 18 years since the inception of the Isopod survey in 1968. There are clear distribution maps and descriptions of the several species. It is

very interesting, as it illustrates the recording cards used and the method of using them. It is also a great encouragement to Amateur Naturalists, many of whom were recorders in the scheme: in a field where the amateur can still make a valuable contribution.

R C Vernon

## Chemistry criteria

Structured Questions for GCSE Chemistry. By J R L. Swain and J S Clarke. Hodder and Stoughton Educational. £2.25. 0 340 37155 2.

Teachers preparing for GCSE courses should welcome this book with open arms. It is designed to provide structured short answer and comprehension questions covering a wide range of core knowledge and skills. Quite rightly, the authors set out to satisfy the criteria, stressing applications of the subject, its social, economic and environmental implications and the scientific process.

There are 87 one page exercises, each with a mark distribution scheme. Introductory material, often in the form of a table, graph or diagram, sets the scene. Then a series of questions are built round this material, sometimes graded in difficulty, sometimes following a coherent line of thought - although one exercise may contain questions on a variety of aspects of the subject. Several unusual topics are covered: concrete as a fertilizer; stainless steel; magnesium nitride. The questions are challenging and interesting without being too artful or contrived, and ensure that students think and reason rather than just recall. Answers are only given for the mathematical questions.

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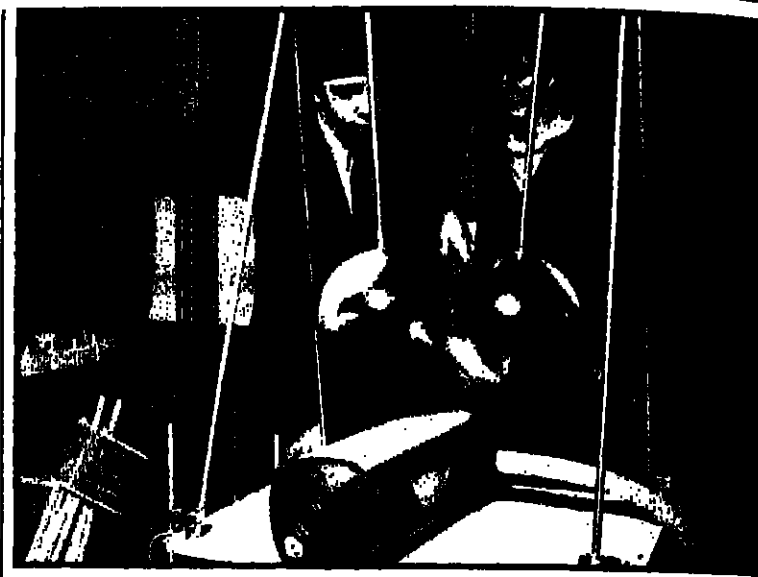
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The Benoulli effect demonstration at The Exploratory

## Games and fun

Iola Smith introduces Bristol's Exploratory Workshop

Two-way mirrors, sound waves made visible and an elliptical snooker table are among the exhibits on show at Bristol's Exploratory Workshop. Made in-house, they illustrate the principles of science through games and fun.

Being the first hands-on science centre in Britain, it has adopted a unique Do-It-Yourself approach to science and technology. The brainchild of Richard Gregory, Professor of Neuropsychology at Bristol Medical School, it draws its inspiration from the 15-year-old San Francisco Exploratorium to which Professor Gregory contributed experiments during the 1970s.

"The intention," says Gregory, "is to take the fear out of science by introducing youngsters to the way that mechanisms and forces work. Fear is only the outcome of a lack of understanding, so experiments begin with the familiar, for example, how locks work and car parts function."

Gradually, with the introduction of mirrors, the theme of perception is introduced. As Gregory explains, "Youngsters learn how the senses provide information to enable us to understand the world."

"Two-way mirror illusions and tricks are included to illustrate Gregory's belief that 'Without some scientific understanding the whole world looks like a conjuring trick. For example, when devised in China in the fourth-century BC the mariners' compass was considered magic. But eventually it became accepted as a technology.'"

It is hoped that the Exploratory will eventually house the Davenport con-juring collection, seemingly the largest of its kind in the world.

From perception to physiology. A friendly skeleton helps illustrate the location of bones, and organs such as the heart may be similarly investigated. Finally, a whizz through the works of engineering and mechanics leads to the basics of electronics and robotics.

But this is no traditional museum where young people view the exhibits reverentially from a safe distance. Here they handle and work the experiments - termed plores because the word "exhibit" was considered too passive - and play games with science. The snooker game is an example of this. Two balls are placed on two spots on opposite ends of an elliptical snooker table. When one ball is cued (from any direction) it will automatically move towards the second ball and hit it.

Many of the plores are designed to surprise participants. Such is the Benoulli effect demonstration. Air is blown between two suspended beach balls. The natural expectation is for them to blow apart - but they don't; they move into the air stream and stick together. From here, as Gregory explains, it's a small step to appreciating how birds and aircraft fly. Ships in strong currents are similarly affected, and collisions can result when two ships are attracted to each other in this way.

Equally surprising is the realization that model cars accelerate faster when following a curved route rather than a straight line. Again, the Exploratory shows that heat can be mirrored as

well as light. Warmth from an element placed at the focus of one mirror can be felt and detected in front of a facing mirror, about a foot away from the first. And three-dimensional pictures of pop stars and the Clifton Suspension Bridge can be viewed by visitors wearing special green and red filtered glasses.

Curiosity is further stimulated when some of the world's hidden features are revealed. For example, sound becomes visible when converted into gas flames. Speed changes can be physically experienced by spinning slowly with arms apart and then dramatically increasing the speed when the arms are brought lightly inward to the body. This principle is commonly used by ice skaters in performance.

Although youngsters are expected to wander freely around the plores, Pilots (Exploratory workers) are available if needed. Their role, however, is to support rather than teach. As Richard Gregory says, "First-hand experience by seeing and trying out for oneself can be far more eloquent and convincing than any lecture or book."

One hundred different plores are available at the workshop which regularly welcomes school and family groups. The Exploratory proper will not open officially until next September but, in order to give an insight into its objectives, pilot exhibitions have been mounted in Bristol, Norwich and London. Each one has been well received by the public and scientific community alike. In March, for example, 5,000 people attended a session held at London Zoo.

On this basis, Professor Gregory anticipates that 400,000 people a year will visit the permanent site in Bristol. In addition to participating with the plores, visitors will be able to attend a series of lectures, and joint ventures with Bristol-based industries such as British Aerospace, Inmos and Rolls Royce.

In addition to schools coming in to the Exploratory, Gregory is planning a touring caravan of experiments to visit schools in south-west England. Interest has already been expressed by rural junior schools in the counties of Devon and Dorset.

Ensuring that the exhibits remain fresh, topical and innovative is essential and the workshop will continue to devise new plores, repair damaged ones and cannibalize those no longer required. Not all the ideas will come from the workshop team. Suggestions from pupils are welcome and the team will tailor-make exhibits to pupils' specifications if youngsters have a particular scientific point they wish to see illustrated.

Setting up the Exploratory has taken five years and a lot of money. A Nuffield grant of £250,000 has got the project going, together with additional support from David Seabury and the Carnegie and Fairbairn Trusts. Professor Gregory is convinced that the Bristol Exploratory will be the first of many in Britain, and he says that interest in establishing a similar venture has been shown by six cities the length and breadth of the UK.

Groups wishing to visit the Workshop can do so by contacting The Exploratory at 181 Duckmoo Road, Bristol BS3 2BQ. Tel 0278 654321.

## Changing the image

Brian Davies on using history for an education through science

In this country the study of the sciences has been regarded, ever since the eighteenth century, as a third-rate pursuit for second-rate minds. After Newton's death, his achievements soon gave way to reservations concerning his mechanistic philosophies, and then to a complete and scornful rejection of the whole of the Newtonian scientific tradition. From neo-classical times our arts-dominated intellectual elites have been contemptuous of natural philosophy. For two hundred years men and women educated in classics and the arts have known that theirs was the only proper education.

Our social and educational systems are still affected by a long-lasting and widespread antipathy to science; and one of the unfortunate effects is that the present-day arts establishment remains hostile to scientists and their science - as everyone who reads, listens to radio, or watches television will know.

I am not interested here in protesting about a state of affairs which is, after all, just a legacy of our history. But what I do hope to do is encourage science teachers to make effective use of that history, and one important use of history in science education is to explain those developments which left non-scientists so unfortunately conditioned. I hope, too, that if science teachers take on more responsibility for the liberal education of their pupils by introducing historical, literary and artistic elements into their lessons, much of the present-day anti-science prejudice will slowly disappear. New generations of pupils may come to expect and enjoy a greater breadth of activities in their science classes than they do at present. They will look to their science teachers as much as to anyone else, to help them gain a greater social, cultural and historical awareness. They will eventually become free from the old ideas about the narrowness of scientists.



Tycho Brahe - just his nose settling a mathematical argument

It is important that the science teacher is the person who deals with cross-curriculum aspects. When willing history colleagues or English teachers collaborate with the science department and come into class, their very presence confirms the narrowness of the science teacher's subject. Of course the science teacher would be talking to arts colleagues and taking their advice, and behind the scenes there may well be as much co-operation as in any cross-curriculum group. The science teacher would never pretend otherwise, and should attempt to teach, outside his or her accepted areas of expertise, in the unshamed spirit of an enthusiastic dilettante.

In such an unpretentious spirit, music, poetry, painting, historical documents, old newspaper articles, Victorian posters and advertisements, photographs, industrial artefacts, instruments, sound recordings and old films can be introduced most effectively into laboratory lessons. Sometimes they might be used to illuminate aspects of school-syllabus science, or

of scientific explanation; at other times to break out of the traditional curriculum and textbook-limited worlds of much classroom physics, chemistry and biology.

Before dealing with a variety of ways of using historical materials and giving reasons for such uses, it should be emphasized that large-scale regular use of the non-sciences in laboratory lessons is not being suggested; but occasional introduction of these materials certainly is, with their variety and scope increasing as the teachers' interest and confidence develop.

Here, then, are some uses of history for an education through science, with examples mainly from my own subject, physics - equivalents in their subjects could soon be found by biology and chemistry teachers.

Since it seems to be the (Western) textbook and curriculum-manual tradition to present scientific developments as linear "products of disembodied minds", operating out of any timescale, anecdotes about scientists, in the setting of their times, should be brought back into teaching. (I say "brought back" for these delightful anecdotes were regular features of the lessons of so many of us educated in the pre-Nuffield days.)

With any core syllabus, time should be found for *entertainment*. Cavendish's phobic behaviour towards women, Tycho Brahe's mathematical arguments settled by sword fighting (and his consequent need for a false nose), Richter's suicidal success in bringing lightning down to earth, Ohm's rejection by the scientific community, Joule's scientific experiments when he was supposed to be on honeymoon: these are the kinds of yarns which underline the Zeroth Law of the universe ("Every scientist had a mother").

The use of old book illustrations from both scientific and non-scientific sources can be used to tease out the relevant science and to give a sense of social history. Some pictures from 18th and 19th-century science fiction can readily serve as starting points for imaginative writing by science classes. Ten years ago research into the kinds of language used in science lessons showed that science was generally perceived by teachers and taught as a "fixed and non negotiable body of knowledge", referred to in value-free formalized terms. My daughter's remark, when she was 14, that she could never study science as she was "never allowed an opinion in class" sums up the problem. Writing exercises set in science lessons are expected to be "transactional" with the teacher's task seen as "correcting" or "marking" the piece. This need not be, for historical documents and illustrations allow new kinds of tasks to be set, encouraging opinion, imagination, descriptions of feelings, freedom of thought, discussions between teachers and pupils. If, as a Mathematical Association booklet quotes "the difference between instruction and teaching is a personal relationship", then roles and relationships may certainly be altered, by changing the nature of language used in science lessons, through the use of history.

There are now quite a few compilations of original scientific papers available. Photocopies of original scientific papers can help pupils to a better understanding of some difficult concepts, but equally important is for the pupils to see how some of the great scientists groped towards now familiar concepts in confused, inconsistent, and even illogical ways. For then the pupils' growing perceptions as to the nature of scientific understanding will lessen feelings of inadequacy when they deal with all those unseen entities in modern science, such as fields and forces, radiations and atomic particles.

For sixth forms original papers may be studied to start discussions on the functions, limitations and influences of analogies and metaphors, or to provide evidence of the pride and prejudices of the people who study science.

Class newsletters or newspapers produced by science classes might celebrate anniversaries of people and their achievements. The names of science can become the people of science, with families, friends and a place in history. The pupils could bring in antique or old-fashioned household items which say as much about everyday life as about the principles of physics used in their construction. Old mangles, heated washing tubs or early vacuum cleaners, along with contemporary photographs of them in use, are splendid conversation pieces, with as much physics as sociology to be discussed.

Visits to local museums can be enormously rewarding, particularly if the curator is first contacted to discuss what is not on display. There are all sorts of toys and games based on scientific principles like refraction, heat expansion, magnetism, and so on. Recently in a local museum store-room I came across baskets containing water-filled spherical glass flasks, used by late 19th-century lace workers to condense light from their precious candles on to their work pieces. Slides, available from sources such as the National Gallery and the Science Museum, show light from a single candle being shared by poor laceworkers, while the light from a thousand candles illuminates a ballroom for the rich.

It is difficult to see why poetry and plays should ever be far from science lessons. Chaucer and Shakespeare are full of easy-to-understand references to several of the sciences and astronomy. After the publication of Newton's *Optics* a whole new imagery of colour and interest in colour in nature developed. After the *Principia* poets and philosophers knew they had a new, literally universal, set of subjects worthy of their talents and attention. Even the eventual rejection of things scientific led to styles of poetry from which examples might be drawn - Schiller's rather bitter "The Gods of the Greeks" should stir up a few emotions at any time.

Finally, I would recommend the great fun a class can get from looking at reproductions of old handbills and

Continued

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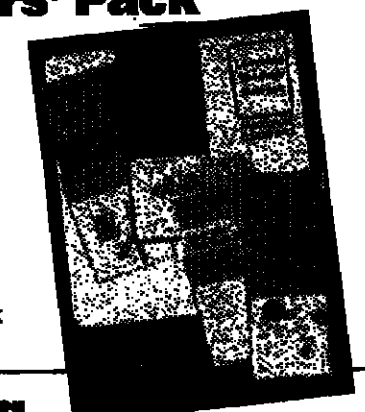
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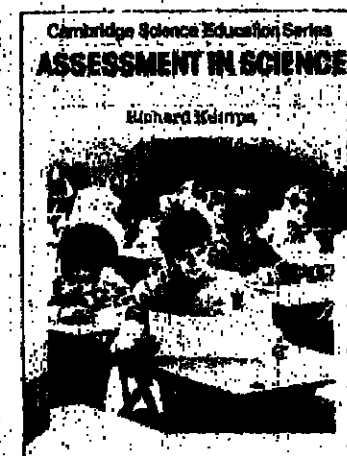
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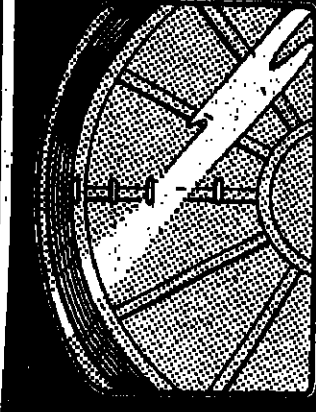
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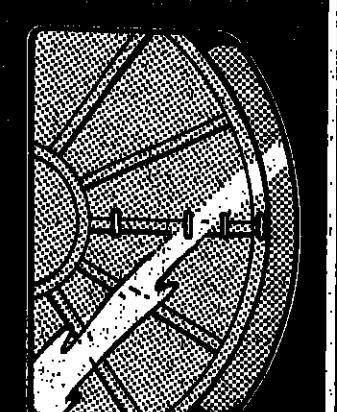
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## Changing the image

continued

posters for such gatherings as "electrical entertainments", "shocking parties" and the like. A hundred years ago travelling showmen made a good living by bringing spectacular scientific demonstrations to an eager public. The old handbills describe in some detail the kind of show they performed. Equally amusing are the pictorial advertisements from late 19th and early 20th-century newspapers and magazines featuring, for example, magnetic corsets, electric garters and figure-"invigorating" vibrating chairs. The text of the advertisements, and particularly of the newspapers in which they appeared, are good source material for extra-science comment and activity, while nearly all of GCSE syllabus could probably be taught by reference to them.

Unfortunately, at present, pupils only expect science in science lessons. As yet they do not commonly listen to musical settings of poems, read about the "new electric telegraph" in the



Spaceflight as visualized for Jules Verne's "Round the Moon"

columns of *The Times*, look at the colour changes in some 17th-century Dutch paintings as an introduction to chemical reactions, or perform playlets in the manner of the Molecule

Club at the Mermaid. Even a request by a PGCE student last year that her science class write an imaginative essay for homework was met by a class protest: "You can't set us an essay, Miss. Science teachers don't set essays".

Now, "if you always do what you always did, you will always get what you always got". If science pupils keep getting what they always got they will always think what they always thought. Science, in spite of being greatly determined by and a great determinant of our total cultural history, will always be regarded as a narrow inhuman enterprise.

In this country science has not enjoyed a good press for a very long time, and the popular image of science is unlikely to change if those who give us science at 16 look back on their science lessons as one-dimensional experiences. If such people could obtain part of their general education through science, rather than in spite of it, then in the next two hundred years more first-rate minds may find fulfilment in the study of the sciences — a first-rate pursuit.

Brian Davies is Schools Liaison Officer at the Institute of Physics.

## Bring on the girls

**Girls into Science and Technology.** By Judith Whyte. Routledge and Kegan Paul £16.95. 0 7102 0364 0.

**Science and Engineering: It's a Woman's World Too!** By Anne Walton. Fawcett Library, City of London Polytechnic £3.50. 0 904264 79 3.

Judith Whyte was co-director, with Alison Kelly, of the Girls into Science and Technology project, carried out in mixed urban comprehensives in Greater Manchester from 1979-84, and this book is her account of it. Many ingredients of an academic project report are here — theoretical context, methods, results, evaluation, conclusions etc. All very worthy, but perhaps a trifle dull? Not so, for there is much else besides, and it is more readable, often more personal, than the usual formal account.

GIST was an "action research" project. A whole appendix is spent explaining this term but, risking oversimplification, it combined research and intervention. There were eight "action" schools, where attempts were made to change things, and two "control" schools, where only testing took place.

The public aims of the project were to investigate the causes of female underachievement in science and technology while... trying to change the situation. Ostensibly, the interventions were directed to pupils, although

covert aims included changing the school ethos and teachers' attitudes, seen as perpetuating an existing unsatisfactory situation. Such implied criticism can provoke defensive or hostile reactions, so this aspect was deliberately fudged.

The principal intervention was a series of visits to the action schools, first by women scientists and technologists, then by men with traditionally female jobs. Not much, perhaps, to change entrenched behaviour patterns (especially as pupils sometimes didn't notice that all the scientists were women) and, in pupils' choices at third year options, no clear change was seen. There were some statistically significant changes, though, shown by the attitude tests administered to the pupils on entry to secondary school in September 1980, and later, in their third year. Compared to the control schools, girls and boys in the action schools were less sex-stereotyped about jobs, and there was a positive effect on their attitude to science.

This is no mean achievement, engineered by a research team of four, working with "cold" schools, not necessarily committed to feminism or innovation, and without glossy curriculum packages. These limitations could be regarded as a fault in the research design, but the object was to see what would work in an ordinary situation. Other encouraging results emerge too, for example, contradictory to previous findings, teachers did

overcome boys' dominance of classroom interactions and give equal time and attention to girls. Teachers' attitudes were judged to have changed, despite their conviction that change was unnecessary. Craft remained an intractable problem though.

Much additional information is presented, largely without jargon. The summary of previous research is excellent, as is the outline of popular explanations of girls' under-representation in science and technology, with GIST's successful counter-arguments ("hard" scientists are convinced by hard data). There is a good bibliography. In the final chapter, "Implications", no neat solutions are offered, but there is clear guidance to approaches worth developing, which range over teaching methods and styles, timetables, curriculum, subject matter etc. For anyone concerned with these issues, this book is essential reading, and highly recommended.

Having read it, feeling inspired and, more important, able to act, one might usefully turn to Anne Walton's book, *It's a Woman's World Too!* This is good resource material, containing brief articles on the careers of 11 high-achieving, but not necessarily well known women scientists, and no, Marie Curie isn't included.

Lynne Marjoram

## Drama final

The first final of the British Association Science, Technology and Drama competition for schools takes place in the Sherman Theatre in Cardiff tomorrow (April 19). Primary, secondary and special schools from six regions were invited to enter dramatic presentations on a scientific or technological theme, devised and produced by the pupils themselves. This could include the interpretation of a scientific concept, the dramatic presentation of an episode from the history of science, or a look at the social implications of a scientific or technological development.

Among this year's finalists, for example, are pupils from a primary school in Somerset who have taken Brunel and the Clifton suspension bridge as their theme; a secondary school in Hull whose performance examines the properties of copper; and a primary school from South Wales who have chosen food as their subject.

The competition aims to encourage cross-curriculum activities in schools, and to give children not specifically interested in science an opportunity to learn about it in an entertaining and unusual way. At the same time it encourages those who are scientifically minded to find different ways of expressing scientific and technological concepts. "Learning to express yourself is an important part of science education," according to Dr Peter Briggs of the British Association of Young Scientists, who believes the competition is a valuable asset in achieving this.

The regions taking part in this year's finals are Humberside, Yorkshire, South Wales, Somerset and Wiltshire and the ILA. Next year the organizers plan to extend the competition to five more regions including Surrey, Midlands, the north west, and Glasgow.

Mary Cruickshank

# Practical science assessment

## Will it work in England and Wales?

Tom Bryce and Isobel Robertson take a sanguine (Scottish) view of the GCSE proposals

Take what is known, consider what is needed, acknowledge what works... then prepare a set of proposals which ignores all that. The outcome? In the short term, heartache and irritation among those at the sharp end; in the longer term, disenchantment with practical assessment and ultimately lab-work. These we care too deeply about to let the moment pass without comment. It's not that your intentions are wrong. We believe your hearts are in what you have written in the "GCSE Science Guide for Teachers". But your pragmatism has gone and research evidence and good practice are nowhere in sight.

Teachers who cannot implement your proposals will not thank you for your aspirations; pupils, especially the least able, will find little to motivate them. Our recent experience in Scotland suggest that there are seven basic issues worthy of attention. First, teachers should no longer be urged to judge or rate "holistically" their pupils' performances on "experiments" or "scientific investigations". In a comprehensive examination of the international literature we have recently shown (Bryce and Robertson, 1985) that, however desirable, there is no demonstrable evidence of validity and reliability in currently available versions of assessment by holistic teacher-judgement. You may consult the research evidence for yourselves: it is all well documented. Should you do so, you will be dismayed at the lack of practicality in the "procedures" suggested. An alternative to holistic assessment is the use of carefully structured assessment tasks such as practical test items and "item-sets" (see Bryce et al, 1983, 1985a and 1985b respectively) where product checks and end-checks afford the means by which teachers can conduct practical assessment with individual pupils, in classes.

Second, you should recognize grade related "criteria" for what they are. These summary descriptors conceived for the purposes of reporting offer inadequate guidance to the teacher engaged in diagnostic or formative assessment. Failure to remove all comparative and norm-referenced terms (such as "confidently", "adequately", etc) makes them even more difficult to use. Worst of all, Grade Related Criteria suggest a quite inappropriate model of competence, for they imply a scale of "better-worse" on the skill in question, across all the grades. This is not in accord with specific learning difficulties where a threshold model is more fitting. Thus in the case of measurement skills, once interpolation is understood, pupils tend to cope with most scales. While additional procedural steps must be learned (say, using a lab thermometer to take temperature readings) it is artificial to believe that competence in measurement can be graded in terms of accuracy of scale reading. The pursuit of such distinctions in GRC is but an exercise in semantics and word-mongering. Teachers who try to operationalize them find they don't work. There is an alternative, but the price is detail. Specific objectives have been around for a long time and they are perfectly suitable for assessment. You have to approach aggregation carefully and systematically, but it can be done (Bryce et al 1984).

Third, worthwhile assessment has formative or diagnostic characteristics. Ongoing assessment should influence teaching. Summative assessment for certification purposes should therefore be subordinate to formative assessment and derived from it (with suitable means of record-keeping and appropriate ways of compiling the information available on individual pupils. See Bryce et al 1985b and 1986). Your current proposals for GCSE grades confuse "grading" with "assessment". The dangerous consequence is that "direct grading" will

be encouraged early in the course, to the detriment of pupil motivation and the cause of diagnosis and remediation. Grading should be a last minute process of interpretation of available assessment data.

Fourth, while you are right to encourage the integration of assessment and instruction (which means assessing "in context") it is vital that genuinely valid and reliable assessment should take place. There is little point in proposing assessment procedures for "coursework" where teachers have difficulty in disentangling their assessment role from their instructional role. Criteria which are phrased to include "with little help" or "with considerable help and guidance" are not in the least bit useful to teachers in this respect and only serve to undermine any quality in assessment. Again the alternative is to impose some structure in the assessment situation. This requires careful planning and a more explicit recognition of the processes and skills in learning science. Assessment can be integrated with coursework, rather than be confused with it.

Fifth, is your model of science assessment helpful? It must contend effectively with both the detail of particular laboratory skills as well as the more complex processes and strategies of scientific method (simply referred to by some as the "parts versus the whole"). In the Scottish approach the model is a "step-up" one. There are (a) basic skills (such as Observation, Recording, etc) where pupils are required to execute basic skills and procedures, (b) process skills (such as the ability to select procedures and formulate hypotheses) where the pupils are asked to act scientifically, and (c) investigative skills where pupils are required to conduct scientific investigations. Basic skills and process skills are necessary for the successful performance of investigative skills. (Readers may be familiar with the published TAPS item bank for basic skills (Bryce et al, 1983 and 1985a) and with our sample materials for process skills (Bryce et al 1985b). The step-up model has the enormous advantage of taking practical science as teachers see it and of incorporating all assessment hurdles (criteria, standards and grades) in a positive way. Pupils can be encouraged to take these hurdles in their stride, when there is a reasonable expectation that they will clear them. While everyone should be encouraged to tackle scientific investigations, their assessment should be approached most carefully, in the light of available evidence about the lack of basic skills (for example, Bryce et al 1984, DES/APU 1984). One should be wary of an assessment procedure which sets hurdles as obstacles, for they are so easily de-motivating. (According to the racing fraternity, it's not the case that well-built horses actually encourage age horses to jump them?) While we would by no means underestimate the complexity of the "parts-whole" issue in education, it is facile to suppose that the entire thrust of educational psychology concerned with the effects of pre-requisite knowledge, with transfer and skill integration is misguided. Without a grounding in basic skills it is no wonder that so many practical investigations fail to take off and that there is so little carry-over from experiment to experiment in science. In the words of a recent article:

"The idea that the truly generalizable and transferable skills are what have been called 'process skills', such as planning and problem-solving, is theoretically attractive, but it does have the danger that the effort after generality may remove the training from its specific, and hence motivating, contexts. If high-level skills are taught at too abstract a level and without the benefit of real examples and practical experiences the learning

will become tedious and unrewarding, especially for trainees of modest abilities. Striving too hard after transferability in this way may make it more difficult to attain. The satisfactions of the specific, the real, and the here and now are of ultimate value for transfer." (Annett and Sparrow, 1985)

Sixth, the assessment that teachers are urged to do must have impact upon their work. Pupils must benefit readily from assessment; process and skills must receive greater emphasis; assessment techniques must break new ground. We have, for example, found considerable advantage in making the assessment of process skills a practical affair. The item-sets (our techniques for the assessment of process skills such as inference) require 20 or 30 minutes of a pupil's time and assess the core processes of scientific thinking in a practical context. They give much better control over such traditional problems as distinguishing between genuine "conclusions", "hypotheses" and "recalled knowledge". They credit careful reasoning on the basis of the evidence provided or obtained. The item-sets induce pupils into processes in circumstances where traditional methods may fail to elicit response. The practical context sets the scene, defines some useful limits to scientific thinking and gets the best from pupils.

Seventh, good assessment requires effective but manageable systems of record-keeping. These permit a teacher to simply log pupil achievement without complicated grading-type decisions. From our experience in Scotland, teachers can take final decisions (for certification purposes) about the practical achievements of each pupil, when these are based on such objective evidence. Graded based on these decisions are more likely to be valid. There is little point, however, in requiring that teachers engage in the grading process all the time. They can't; they are teaching too.

To conclude, we can only advise that any system for practical assessment must find favour with both teachers and pupils. Teachers must see it as valid and manageable; pupils must see it as fair and find it motivating.

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Dr T G K Bryce and Mrs Isobel Robertson are members of the TAPS (Techniques for the Assessment of Practical Skills in Science) Project, Jordanhill College of Education, Glasgow.

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## Getting to know you

Susie Kennard and Jacqui Georgiou describe primary-secondary science liaison work at Islington Green School



Getting down to work with a sense of belonging

For many people their first day at secondary school can be a daunting experience, even traumatic and intimidating and best forgotten. This is hardly surprising when the environment, systems and people in the new school are unknown and, by comparison with primary school, uninviting. At Islington Green School we have paid a lot of attention to easing this transition. Induction to secondary school is a key element in our tutor group programme. We recognize, however, that if a true continuum is to exist between the primary and secondary sectors work must begin much sooner than the first day at secondary school and must involve the pupils, teachers and curriculum of both sectors. Achieving this is not simple when you consider that in common with most ILEA secondary schools we have many primary schools to liaise with, yet the report "Improving Secondary Schools" (1984) underlines the importance of making effective primary-secondary links.

With this in mind the Sciences department of the school has been involved in a varied programme of work with our feeder primary schools for nearly two years. The aim of this initiative was for us to find out what happens in primary schools and for primary schools to see what science was like in a secondary school. We found that this was just the start of what is on the way to becoming a far ranging task. We hope that by detailing the steps that we took we may give some ideas to other primary and secondary colleagues who are considering how they might work together.

The first obvious step for us was to contact the primary schools by telephone and organize a programme of teacher visits to each others' schools. This in itself was a valuable experience. Some of our science teachers had not been in a primary school since they were pupils (which in one case was some 40 years ago). Meeting the teachers and seeing the work of the children allowed us to discuss each other's curriculum and identify areas of common ground.

We were impressed with primary

science work. Good scientific techniques such as discovery learning, explorations, problem-solving and "fairness" testing were used. These are the very techniques secondary schools are trying to promote. We felt that if we were able to extend the primary ongoing projects by sharing our specialist facilities our department could become part of the primary working space. This would familiarize the primary children with a secondary working set-up, its teachers and pupils. It was also hoped that this would dispel the impression of a "high tech" environment in which only complex science studies could take place, and prove to the

children the value of their work and perhaps even more important, their skills.

So we set up a programme of work during the latter half of the summer term (when more teacher time was available). Teachers re-visited the primary schools, found out what the current class projects were, discussed the work with the pupils and teachers and shared ideas on how this could be extended. Within a few days of each planning visit we invited the primary children and their class teacher to our school for one of a series of sessions in a laboratory over the next few weeks.

The first part of the first session for

each school was a "look and see" activity. The children got to know the lab they were in by discovering and discussing everything they found. They were fascinated by the carnivorous plants, the preserved sea slugs and sea horses, moving giant land snails and the stick insects we had displayed. The end of each visit was a plenary session to share what we had found out and to record new words and ideas for work back at the primary school. The main activities that took place were varied and can be briefly summarized as follows:

Primary project Secondary extension activities

**Food** Food tests on results of primary survey-groups tested each food for starch, sugar, protein and fat. They then tested their favourite school dinner.

**Transport** Bridge building with newspapers, boxes and straws. Bridges were tested to destruction by sitting on them. Investigating hovercrafts and steam engines.

**Measurement** Reading thermometers. Predicting everyday temperatures, and a survey of temperature of different places in the school.

**Earth** Boiling point investigation - "fairness" test on volume of water to use, and boiling times taken. Body temperatures (temperature of hair, feet and socks taken).

**Inventions** Magnetism and magnetic substances (tested with a magnet). Making pictures with iron filings (sprayed with paint for permanent record). Making something magnetic.

Demonstrations of model steam engine, oscilloscope, Van de Graaf generator, microscope. Making pinhole

Senses

camera from tin can and paper - taking photograph with it.

Eye dissection (in groups of 3-4). How the eye works and testing for colour blindness. Using a prism and investigating spectra. Photography - contact printing.

To ensure our primary visitors felt welcome and secure great care was taken over little things such as asking past pupils to greet them, arranging for them to stay for school dinner, using the first names of teachers (which is what many junior pupils are accustomed to), providing space to hang their coats, and showing them where the toilets were. When the activity involved making something we provided bags for the pupils to take their work home in.

The response of the pupils has been phenomenal. They greeted their work with enthusiasm and excitement and afterwards many took the trouble to write letters of thanks and to tell us how much they enjoyed their visit to Islington Green School.

The success of the first year of the scheme enabled us to acquire financial support for a second year. This took the form of a visiting teacher to release teacher time for our primary work.

As well as continuing the work in progress the Sciences department is developing project work in which pupils from our school will work with primary school pupils. We are also in the preliminary stages of setting up a computer link with a primary school.

The primary liaison work is not just restricted to science. The departments of Design and Technology, Special Needs, Integrated Studies, Textiles, PE and Maths also have primary links projects especially in the summer term. This is part of an overall scheme to develop cross-curricular as well as cross-sector links.

We feel our scheme has contributed enormously to the sense of belonging of the primary school children. Even more than this we as secondary school teachers have learned from the younger pupils. They are highly skilled at solving open-ended problems, at testing out ideas and working co-operatively. This has prompted us to ask ourselves some fundamental questions about whether our approach to science education runs some risk of de-skilling pupils.

The success of an initiative like this relies on starting from the primary work and not the other way around. It is important that the secondary school does not view this as a one-off experience in a science lab or an attempt to influence the curriculum of a primary school. It should be a co-operative base from which to learn.

Susie Kennard and Jacqui Georgiou are teachers at Islington Green School, London N1.



A secondary school lab can be a daunting place until you get to know it.

## OCEA Science: a fresh view of assessment

by Bryan Ferriman

The expression of delight and the air of excited anticipation when a new group of first-form pupils first enter a laboratory will be an experience common to every secondary school science teacher. The low level of enthusiasm and indifferent performance of many of those same pupils only two years later will similarly be no surprise. This problem is central to the development currently taking place under the aegis of the University of Oxford Delegacy of Local Examinations in conjunction with the Oxford University Department of Educational Studies and the I.e.a.s. of Coventry, Leicester, Oxford and Somerset. The intention is to develop an assessment scheme to be made available nationally from September 1987 as the Oxford Certificate in Educational Achievement (OCEA). Seconded teachers from the participating I.e.a.s. responsible for much of the development, now in its fourth year, and extensive trials of aspects of the scheme have already taken place in a number of schools within the four authorities.

Some reasons for the declining motivation of students following science courses are probably not unconnected with the reduced value placed on examination qualifications when searching for employment. It is, however, seen as possible to replace, at least in part, this lost sense of purpose by rigorous review of the way in which science is assessed. Examination of what is generally accepted as good teaching practice, and the methods of assessment commonly used, show a major mismatch as the table below shows.

OCEA Science has committed itself to assessing only processes and has sought to identify those common to the wide range of courses currently undertaken by science departments. At present the four processes making up the assessment framework are Planning, Performing, Interpreting and Communicating with each containing two, or three, component skills.

The ultimate aim of assessment will be progressively to build up a record for individual pupils which is entirely positive, in that it contains only statements relating to activities in which pupils have demonstrated competence. Assessment will be made by measuring pupils' performance against a number of criteria within each of the skills. In order that pupils have an early experience of success a number of these criteria are likely to be satisfied by any pupil within their first year in secondary school.

The criteria will not take the form of highly specific statements such as: "The student can read a thermometer to within 1°C degree."

Atomistic statements of this type, although used in some schemes, have been rejected because they are unwieldy and limit the potential for initiating curriculum development. OCEA assessment has, consequently, opted for more holistic and general statements such as: "The student can read instruments with unit scales."

Interpretation of such a statement will then become the responsibility of individual teachers, although it is to be hoped that departments, and possibly I.e.a.s., will see that discussion leading to a consensus of agreement on interpretation should form a major element in in-service training. Agreement trials and moderation, both the responsibility of the University of Oxford Delegacy of Local Examinations, are currently part of a pilot phase taking place in the four participating I.e.a.s.

Assessment itself will take place as part of normal lesson practice. Teachers already spend much of their time during practical sessions walking around the class. Individuals and groups are watched, helped and engaged in conversations. While doing this teachers inevitably form judgements about the abilities of individuals.

The OCEA Science framework, and criteria, together with a suitable recording system will provide a way of formalizing, and giving higher status to such professional opinion than has previously been recognized.

Two major aspects of such assessment which are well validated, but not part of general practice, are that they can be effectively made without reference to pupils' written accounts and that the whole class does not need to be assessed at the same time. In practice, given that assessment and teaching are closely integrated, about six to eight rapid assessments might be made in a typical lesson.

Data on individual student achievement will be sent to the Oxford Delegacy at regular intervals using OMR cards to minimize the secretarial obligation of teachers. These returns will be used to produce Statements of Progress on pupils which schools may wish to use to replace, or supplement, existing reporting to parents.

Such a scheme has the potential to be more motivating than many existing ones. The motivational benefits are also increased by sharing the assessments with pupils and encouraging them to keep their own record of success.

Pupils are also encouraged to feel involved in their own education to the extent that their opinions and feelings are respected. One strategy currently being used to achieve this is to provide opportunities for pupils to reflect on the work of the immediate past and to identify successes, improvements, and work which gave particular satisfaction.

Preparation of such criterion-refer-

enced assessment schemes is also currently taking place in English, modern languages and mathematics. The final certificate will mostly consist of prose statements describing student achievement together with a personally compiled record submitted, through consultation, by the pupil and a record of attainment in accredited public examinations.

In conclusion such an assessment model is seen to have many real benefits among which are: - a useful diagnostic tool for teachers. - a stimulus for effective curriculum review in line with the changes required for GCSE development. - a viable instrument for increasing student involvement leading to improved motivation.

Bryan Ferriman is a Coventry seconded involved with OCEA Science development.



First steps: a pupil from Barnhurst Junior School, Boxleyhead.

ment in in-service training. Agreement trials and moderation, both the responsibility of the University of Oxford Delegacy of Local Examinations, are currently part of a pilot phase taking place in the four participating I.e.a.s.

Assessment itself will take place as part of normal lesson practice. Teachers already spend much of their time during practical sessions walking around the class. Individuals and groups are watched, helped and engaged in conversations. While doing this teachers inevitably form judgements about the abilities of individuals.

The OCEA Science framework, and criteria, together with a suitable recording system will provide a way of formalizing, and giving higher status to such professional opinion than has previously been recognized.

Two major aspects of such assessment which are well validated, but not part of general practice, are that they can be effectively made without reference to pupils' written accounts and that the whole class does not need to be assessed at the same time. In practice, given that assessment and teaching are closely integrated, about six to eight rapid assessments might be made in a typical lesson.

Data on individual student achievement will be sent to the Oxford Delegacy at regular intervals using OMR cards to minimize the secretarial obligation of teachers. These returns will be used to produce Statements of Progress on pupils which schools may wish to use to replace, or supplement, existing reporting to parents.

Such a scheme has the potential to be more motivating than many existing ones. The motivational benefits are also increased by sharing the assessments with pupils and encouraging them to keep their own record of success.

Pupils are also encouraged to feel involved in their own education to the extent that their opinions and feelings are respected. One strategy currently being used to achieve this is to provide opportunities for pupils to reflect on the work of the immediate past and to identify successes, improvements, and work which gave particular satisfaction.

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Bryan Ferriman is a Coventry seconded involved with OCEA Science development.

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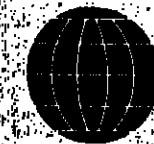
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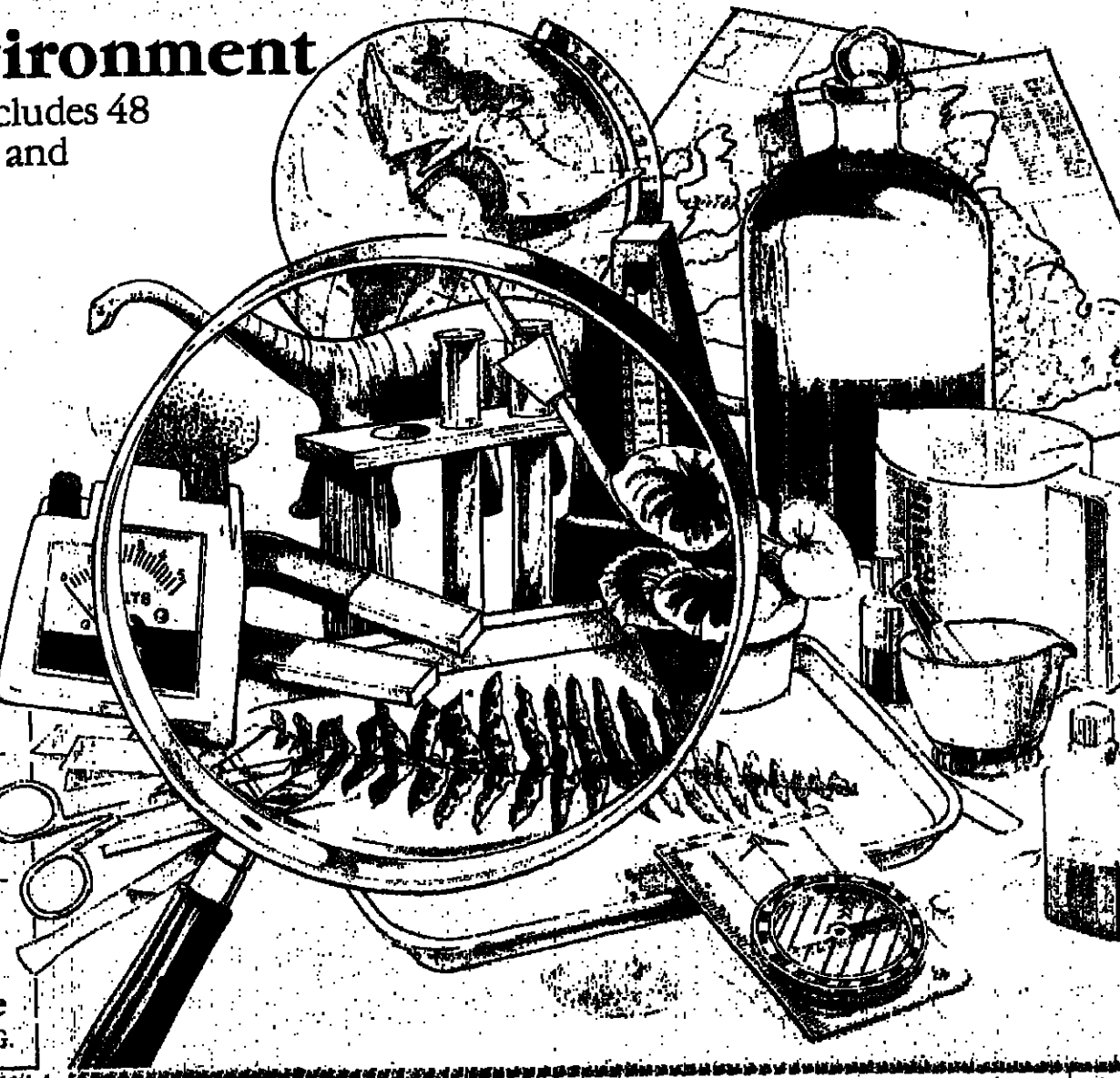
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Educational Department ST. John Murray  
FREEPOST, London W1X 4BD



















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(Equal Opportunity Employer)  
**ROADS DEPT FORM**  
**COLLEGE**  
Graduates from September  
graduates qualified Teacher  
Services (Scale 1) at all levels  
Obtainable entry. Strong I  
tarest in Electronics desirable.  
Application forms and full  
or details from the Principa  
100448) 14001

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**WEXMOUTH COLLEGE**  
Places on under college  
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(10-488) 14001

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Suitably qualified and exper  
able persons for the follo  
ing post at Derwentside Ter  
College, Durham, will open  
September, 1986: Lectur  
Grade 1 - Geography (Post N  
100448) 14001

Further details and applica  
tion forms returnable by Fri  
day, 2nd May 1985 are ava  
lable from the County Council  
Education - County H  
Durham DH1 1SU Directo  
(10055) 14001

**EAST SUSSEX**  
**VALENDEN SIXTH FORM**  
**SCHOOL**  
Surrenden Road, Brighton B  
SWO  
Assessment 16 - 18. Roll: 450  
Required September 1985  
Teacher for Economics and  
Geography (Scale 1 or 2)  
Further details and applica  
tion forms returnable by Fri  
day, 2nd May 1985 are ava  
lable from the County Council  
Education - County H  
Durham DH1 1SU Directo  
(10055) 14001

geography, but provide opportunities to teach other subjects.

Further details and application form from the Principal, (100444) 1406

**ESSEX**

**PALMER'S SIXTH FORM COLLEGE**

Requited from Septem 1986, to teach 'O' and 'A' level. Ability to offer level Economics would be an advantage.

Further details and application form from the Principal, (100818) 147

**GLoucestershire**  
Please see displayed ad on  
55. (09735) 14

**SOMERSET**  
**SECOND TERTIARY**  
**CARE**  
Church Road and Street, Somer-  
set House, Taunton, Somerset  
TA1 0AB  
Tel: (0456) 4887  
We are seeking full-time  
**TURBS** Grade 1 in PAY  
**COMPUTER STUDIES** in  
for 1 September 1986.  
Applicants should be gra-  
duates of a recognised Uni-  
versity with a CCE A level in  
Physics and Mathematics  
and a minimum of GCSE  
level standard.  
We offer a full-time  
**TURBS** Grade 1 **COMPU**  
**CARE** is required for  
the post. The post holder  
post has been created in  
secondment  
Applicants should be  
able to teach A level in  
Physics and Mathematics  
Society) and assist in teach-  
ing Computer Science and  
CCE A level in Physics and  
CCE A level in Mathematics

**SUREN**

**EDUCATION COMMITTEE**

**RECRUIT SIXTH FORM COLLEGE**

Walsley Road, Relmat  
RHS OBD  
Required for Septe-  
qualified person to  
ECONOMICS to GCE  
Level.  
Further inform  
telephone no. The Pri-  
01678 911 210.  
letters of application s-  
be addressed. (12103) 1-

**SUREN**

**EDUCATION COMMITTEE**

**BARNHAM COLLEGE**

Morlar Road, Barnham,  
SURREY GU14 7JL  
(N.O.R. 900-1)  
and Mathematics to  
strong well-equipped  
ment next September.  
qualified teachers or C  
from industry.  
Further details from  
Mrs J. M. Jones, Tel:  
(02922) 716888. (1091  
(12105)

**WEST GLAMORGAN**

**COUNTY COUNCIL**

Lecturers age under 40  
education. (10767) 1-

\_\_\_\_\_





## WEST GLAMORGAN County Council

### Education Department

#### SPECIAL EDUCATION HEADSHIP

Applications are invited for the following posts to commence in September 1988.

##### Ysgol Hendre Residential School

Brynock, Neath, SA10 7TY.  
(Mixed) (68 on roll) (Age Range 3-19)  
A Headteacher  
for this Group 5(S) Co-Educational Residential School. Applicants should have a qualification in Special Education and should have relevant experience, particularly in a residential setting. This residential post carries an additional payment, which currently is £3,227 per annum for extensive duties. A three bedroom house is provided for an accommodation charge is levied.

(Post ref: 19.86)

Application forms and Further Particulars for the above post are available from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea, SA1 3SN, on receipt of a large stamped addressed envelope quoting the post reference.

The closing date for receipt of completed applications is THURSDAY, 1st MAY, 1988.

John Beale  
Director of Education

#### FAIRCROSS SPECIAL SCHOOL (Roll 65 approx) ROSSLYN ROAD, BARKING, ESSEX

Applications are invited for the

#### HEADSHIP (Group 5(S))

of the above school as from 1st September 1988, following the promotion of the present post-holder.

Faircross is a lively, all age, day special school offering wide curriculum opportunities to children whose difficulties include physical handicaps.

Salary Scale: £14,528 - £16,906 per annum plus £1038 per annum Inner London Allowance.

Reimbursement of removal expenses in approved cases.

Application forms and further details from the Chief Education Officer, Town Hall, Barking, Essex. Closing date: 1st May 1988.

An equal opportunity employer.

## Barking & Dagenham

LONDON BOROUGH

#### Head Teacher

Qualified teachers are required to apply for the appointment of Head Teacher of this day Special School for Senior Males/Juveniles established three years ago.

Group 5(S)  
WESTBURY SCHOOL  
Lorles Road  
New Bedford  
Nottingham  
NG5 1EH  
Roll: 50

This vacancy is created by the appointment of the present Head Teacher to another post within the Authority. This is a re-advertisement and previous applicants will be reconsidered. Vacant 1 September.

Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education at County Hall, Closing date 2 May. Please quote ref. 525.

An Equal Opportunity Employer.

Nottinghamshire County Council  
County Hall, West Bridgford  
Nottingham NG2 7OP

### Special Education

#### Headships

##### BERKSHIRE

ROYAL COUNTY OF BERKSHIRE  
BROOKFIELD SCHOOL  
Cotswold Way, Tilehurst,  
Reading, N.O.R. 256

Required for September 1988 Deputy Head (98). For this school taking children on both a modified and development curriculum.

Candidates need a definite commitment to the field of special education, ability to assist the Headteacher in the running of the school. An interest in curriculum development, assessment and evaluation, record keeping and staff development is essential.

Further details and application form from Headmaster, Closing date: 2nd May, 1988. Equal Opportunity Employer. (10385) 160010

for this Group 5(S) Co-Educational Residential School. Applicants should have a qualification in Special Education and should have relevant experience, particularly in a residential setting. This residential post carries an additional payment, which currently is £3,227 per annum for extensive duties. A three bedroom house is provided for an accommodation charge is levied.

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John Beale  
Director of Education

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John Beale  
Director of Education

LINCOLNSHIRE  
HEADTEACHER  
ASH VILLA SCHOOL  
South Raucey  
Group 5(S) Roll 18  
Required from Autumn Term 1988, for this school which caters for adolescent patients at a unit at the adjoining psychiatric hospital.  
Further particulars and forms from the Acting Director of Education, P.O. Box 2, Council Offices, (S.A.I.S.), Closing date and May, (8400), (10418) 160010

#### Deputy Headships

##### Second Masters/

##### Mistresses

##### DERBYSHIRE

ALDERWASLEY HALL SCHOOL  
DEPUTY HEAD

Deputy Head required for this position from September 1988.

The applicant should be well qualified in language related studies and experienced in working with children. The post demands knowledge of the curriculum and the preparation of specific learning difficulties associated with the language of education.

The post is non-residential, although there will be additional duties and responsibilities associated with a residential school.

Salary - Burnham Deputy Head 88.

Applications in writing giving CV, names and addresses of 3 referees and a letter of recommendation, to: Mr. J. H. Alderwasley Hall, Walsley, Walsley, Derbyshire DE4 3HS, (10480) 160012

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## Hesley Group of Schools

Hesley Hall School, Doncaster  
Wilkie Hall School, Doncaster  
Axholme House, Doncaster  
Broughton House School, Lincolnshire  
Southlands School, Lymington, Hampshire  
Hill House School, Lymington, Hampshire  
Grateley House School, Andover, Hampshire

(Independent residential schools for pupils with behavioural, social and emotional difficulties)

Due to the opening of a new residential special school for girls in September 1988 and subsequent internal promotions and transfers, the following posts are available:

#### GRATELEY HOUSE SCHOOL, NR. ANDOVER, HAMPSHIRE

A new residential school with a gradual build-up to 40 girls on roll aged 10 - 16 years.

##### Deputy Headmistress

To take particular responsibility for the girls' social development but responsible for the school in the Head's absence.

Salary Burnham Scale 4(S) Deputy Head + Deputy Heads Allowance (Currently £2829 p.a.) The post is non-resident but accommodation can be made available to a single applicant.

##### Teachers

Part or full-time teachers required to teach General Subjects plus the ability to teach a specialist subject.

Salary Burnham Scale 2(S) posts are available to suitably experienced and qualified persons plus the opportunity to carry out additional duties up to 15 hours per week at a current rate of £2577 p.a.

##### Housestaff

To take responsibility for the girls' day to day social, emotional and physical welfare.

Salary N.J.C. Scale 1 - 3 (according to level of responsibility) i.e. in a current range £4281 to £8154 p.a.

#### SOUTHLANDS SCHOOL, LYMINGTON, HAMPSHIRE

An existing residential school fully listed by the Department of Education & Science and registered for 72 boys aged 12 - 16 years.

##### Deputy Head

To take full responsibility for the educational function of the school with total responsibilities in the Head's absence.

Salary Burnham Scale 6(S) Deputy Head + Deputy Heads Allowance (Currently £3078 p.a.) Unfurnished family accommodation is provided at a nominal rental.

##### Teachers

Required to teach General Subjects but able to offer a specialist subject.

Salary Burnham Scale 2(S) posts are available to suitably experienced and qualified persons plus the opportunity to carry out 10 hours per week additional duties at a current rate of £1718 p.a.

#### WILKIE HALL SCHOOL, NR. DONCASTER, STH. YORKSHIRE

An existing residential school fully listed by the Department of Education & Science and registered for 68 boys aged 12 - 16 years.

##### Teachers

Required as soon as possible to specialize in Rural Science or Craft Design Technology.

Salary Burnham Scale 2(S) plus 15 hours per week additional duties currently at £2577 p.a.

Hesley Group of Schools  
The Coach House  
Hesley Hall, Tickhill, Doncaster  
South Yorkshire, DN11 9HH  
Tel: (0302) 886006

(Please state the post(s) you are interested in)

#### SPECIAL DEPUTY HEADSHIPS

##### continued

##### HAMPSHIRE

LANKWILL SCHOOL  
Lancaster Road, Winchester  
RG2 7SU  
Required for September 1986

residential Deputy Head for a boarding school for boys and girls with special educational difficulties. (N.O.R. 135).

For further details and application forms, please write to the Headmaster, Lankwill School, Lancaster Road, Winchester, RG2 7SU. Closing date 2nd May 1986. (10538) 160012

Further details and application forms are available from the Headmaster, Lankwill School, Lancaster Road, Winchester, RG2 7SU. Closing date 2nd May 1986. (10538) 160012

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**KENT**

**DORTON HOUSE SCHOOL**  
**FOR BLIND AND**  
**PARTIALLY SIGHTED**  
**CHILDREN**  
 Seal, Sevenside, Kent

We are looking for a School Infant Teacher, 1956 or earlier Dorton House School certificate for 112 visually handicapped children, 5 to 17 years of age. We need experienced Infant Teachers to children of mixed ability, pupils between 5 and 7, Braille & English. The school is used as appropriate to individual. The successful candidate will be expected to play a part in the residential life of the school and to be a good social teacher of the visually handicapped within the school. Please take up appointment.

For further details, application form, please contact the Headmaster, Boston House School, 84 Sevenoaks, Kent.

The closing entry date for applications is 15th. (09946) 1600

**LEICESTERSHIRE  
COUNTY COUNCIL**

**An Equal Opportunity  
Employer**

**FOREST WAY SCHOOL**  
Creston Drive, Coalville  
Leicester LE6 3SA

**NOR 36**

**SCALE 1 + 5A**

Required September  
teacher for a small group  
children with learning  
difficulties and related  
behaviour problems with  
the senior school. A know-  
ledge or interest in A.S.  
Movements would be an  
advantage.

Please contact the Head  
teacher for further de-  
tails and application form.  
(S.A.E.) (10691) 1600

**REDBRIDGE**  
**ETHEL DAVIS** School  
Barley Lane, Godmay  
Ilford  
Tel: 01-599 1768  
Headteacher: Mrs J.  
Coyne, M.A., Dip.E  
**Required for Septe**  
**1986** - 2 full time  
Infant Teacher (Scale 1  
SEA). In this all age n  
day school for children  
learning difficulties an  
from physical and  
handicaps. Appli  
should be able to wor  
individual program  
with small groups of y  
children.

**SHROPSHIRE  
EDUCATION COMMITTEE**

**EDUCATION COMMUNITY  
EQUAL OPPORTUNITY  
EMPLOYER**

**LUDLOW COUNTY  
JUNIOR SCHOOL**  
Clea View, Ludlow

Teacher for Mod-  
Learning Difficulties  
required from Septem-  
(Approx. 15 chil-  
attached to this large  
junior school. Possi-  
Special School Allow-  
Experience in learnin-  
g difficulties or related  
fields would be recom-  
mended.

Application forms  
available from the  
(S.A.E.), (05916) 18

**INITIATIVE**  
**X LODGE —**  
**SOURCE CENTR**  
e of short and medium term care  
accommodated in 2 open units  
are experiencing an extreme cas  
cludes either at home, with fo  
lial care. The stay at Middlesex  
and replace a care programme  
mised by a team of 8 staff. Mer  
ing age and this new post of Y  
created to broaden the educati

**Applications from disabled persons will be welcomed.**

**A UNIQUE INITIATIVE  
MIDDLESEX LODGE –  
A REGIONAL RESOURCE CENTRE**

Midsexsex London provides a range of short and medium term care services for up to 38 girls who are accommodated in 2 open units and a secure unit for 8. The girls are experiencing an extreme crisis and exhibiting unmanageable attitudes either at home, at school, at work, or even in other residential care. The stay at Midsexsex Education allows time to stop, reassess and replan a care programme.

Education is provided on the premises by a team of 8 staff. Many of the girls are now over school leaving age and this new post of Youth Worker and Community Tutor has been created to broaden the educational base and make it more appropriate for those who are 16+.

The post holder will join this team of teachers and will be working in partnership with the residential workers as well as establishing links with the Community and Youth Services.

The ideal candidate will be a qualified Youth Worker or Teacher with a minimum of 3 years experience. The post holder will have a range of skills encompassing group work, social life skills, art/raft, P.E. community service and/or work experience.

Salary will be JNC 3(2) £2780 - £3956 or Burnham Scale 1 plus a London Weighting depending on the qualifications of the successful applicant.

**London Borough of Hillingdon**

**If Interested, please ring Sally Wells or Mary Millne on Uxbridge 65272, quoting reference No. 89/28/85E. Closing date 2 May 1988.**

**Applications from disabled persons will be welcomed.**

**Hillingdon**



















**WESTMIDLANDS**  
**ST. LEONARDS SCHOOL**  
 St. Leonards, West Midlands B69 6JX  
 Independent day and boarding school, 400 pupils, HMC, Science, Art, Music, P.E.  
 Required in September 1986, a well qualified graduate to teach Physics, Chemistry, Biology, English, History, Geography, Modern Languages, and to be responsible for the school's general administration. Salary according to experience. Applications should be sent to the Headmaster, St. Leonards School, St. Leonards, West Midlands B69 6JX. Tel: 0959 511111. 184824

**SURREY**  
**REIGATE GRAMMAR SCHOOL**  
 Reigate Road, Reigate RH2 9AT  
 H.M.C. Independent, 780 boys aged 10-18 with 60 girls in the Sixth Form.  
 Required for September 1986, an enthusiastic teacher to teach Physics and Chemistry. Salary according to experience. Applications should be sent to the Headmaster, Reigate Grammar School, Reigate Road, Reigate RH2 9AT. Tel: 0889 511111. 184824

**SURREY**  
**BURTON HIGH SCHOOL FOR GIRLS**  
 35 Chesham Road, Sutton, SM1 3AX  
 H.M.C. Independent, 150 girls aged 11-18.  
 Required for September 1986, a well qualified teacher to teach English, History, Geography, and to be responsible for the school's general administration. Salary according to experience. Applications should be sent to the Headmaster, Burton High School for Girls, 35 Chesham Road, Sutton, SM1 3AX. Tel: 0890 511111. 184824

**UPPINGHAM SCHOOL,**  
 Rutland, LE15 9QE  
 Required for September 1986 (or possibly January 1987)  
**DIRECTOR OF DRAMA**  
 to take charge of a well-equipped School Theatre and to be responsible for all dramatic activities in the School.  
 For further details of the post, write to the Headmaster. Closing date for applications May 5th.  
 If you have any queries about this advertisement could you please telephone my secretary at Uppingham (0572) 823226.

**ST. LEONARDS SCHOOL**  
 ST ANDREWS, FIFE  
 Required in September, Honours Graduate to teach up to O level in the following subjects:  
**PHYSICS** with G.D.T. or C.D.T. with PHYSICS  
**BIOLOGY**  
**HISTORY**  
**ENGLISH**  
**MUSIC** (piano, class work and probably 'A' level)  
 Also a full time CAREERS TEACHER  
 All posts Burnham Scale. Could be Resident or Non-Resident.  
 Applications, together with a curriculum vitae and the names and addresses of two referees, should be sent to The Headmaster, St. Leonards School, St. Andrews, Fife KY16 5GU. 184824

**ALDENHAM SCHOOL**  
 HMC Boarding School offering O level (GCSE) and A levels, to Oxbridge entrance, 160 in the Sixth Form, teaching 40 girls.  
 Required for September 1986 to teach throughout the school and be fully involved in school community and activities.  
**THEOLOGIAN**  
 To be Head of Dept. and organise theology teaching throughout the school. All take O level in the 4th year and take part in a wide ranging programme throughout the school. A few take A level each year.  
**MODERN LANGUAGES**  
 To join a team of four, French and other Spanish or German at least to O level is required. There are opportunities for extra-curricular adult teaching and the department has a well equipped language lab.  
**OFFICER i/c ARMY CADET FORCE**  
 There is a vacancy for a teacher with either Army or RAF experience to run the school Cadet Force and Shooting. He must offer a full teaching timetable but the subject or subjects are negotiable.  
 Salary and benefits are approximately above Burnham; single and some married accommodation is available. The school is entering upon a period of significant development and expansion and these posts offer excellent prospects and experience for the committed teacher.  
 Send for details of the school and the posts to: M. Higginbottom MA, Aldenham School, Elstree, Herts. WD6 3AJ. (Radio 6131). Applications should include C.V. and the names and addresses of 2 referees. 184824

**Other than by Subject Classification**  
**Other Assistants**  
**CLEVELAND**  
**RED HOUSE SCHOOL**  
 1, A.P. Green, Norton, Stockton on Tees TS20 1DX  
 The school is a well established boarding school with a long tradition of excellence in the following areas: English, History, Geography, Art, Music, P.E., and to be responsible for the school's general administration. Salary according to experience. Applications should be sent to the Headmaster, Red House School, 1, A.P. Green, Norton, Stockton on Tees TS20 1DX. Tel: 01652 511111. 184824

**Worcester**  
**THE KING'S SCHOOL**  
 Worcester  
 For September 1986, a well qualified teacher of Chemistry to teach in the 10-12 level. Salary according to experience. Applications should be sent to the Headmaster, The King's School, Worcester, Worcester WR1 2LH as soon as possible. 184824

**CROYDON**  
**WHITTON SCHOOL**  
 (H.M.C. 600 Boys)  
 There will be vacancies in September for three teachers with a special interest in the following subjects: English, History, Geography, Art, Music, P.E., and to be responsible for the school's general administration. Salary according to experience. Applications should be sent to the Headmaster, Whitton School, Helling Park, Croydon CR9 3JY. Tel: 0889 511111. 184824

**HERTFORDSHIRE**  
**ST. CHRISTOPHER**  
 Leighton, Herts.  
 Tel: (0452) 679201  
 One of the earliest co-educational boarding schools in the country (1800 pupils from 24-13) invites applications from enthusiastic and idealistic young teachers keen to contribute to this informal community now in a period of rapid development. There are vacancies in the Education 2000 project. There are vacancies in the Education 2000 project. There are vacancies in the Education 2000 project. 184824

**ENGLISH**  
**CRAFT, DESIGN AND TECHNOLOGY**  
**INFANT/JUNIOR**  
 All staff share in board-level duties and have extensive-curricular activities. Burnham related salary (Scale 1) for the right applicant. There are vacancies in the Education 2000 project. There are vacancies in the Education 2000 project. There are vacancies in the Education 2000 project. 184824

**APPOINTMENT OF HEAD**  
 Applications are invited, by April 30th, for the position of Head which becomes vacant following the appointment of the current Headmaster to Dover College Junior School.  
 Please apply by sending full C.V. and other relevant information to the Secretary to the Governors from whom further details may be obtained.  
 Secretary to the Governors, Kingshill School, St. Ippolyte, Hitchin, Hertfordshire SG4 7JX. Telephone: 0462 32008. 184824

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**Preparatory Schools**  
**By Subject Classification**  
**Art and Design**  
**Other Assistants**  
**SURREY**  
**CATERHAM SCHOOL**  
 PREPARATORY SCHOOL  
 I.A.P.S. Day/Boarding Boys 8-13  
 Required for September 1986 a qualified teacher of Art to be responsible for the subject throughout the school. New purpose-built room with marvellous outlook. Excellent facilities adjoining pottery and dark room. Willingness to enter fully into life of school. Burnham salary. Government superannuation. Accommodation available. Apply in writing with curriculum vitae and names and addresses of two referees to the Headmaster, Caterham School, Caterham, Surrey CR3 6YB. (11941) 201224

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**PREPARATORY SCHOOLS**  
**English**  
**Other Assistants**  
**HELE OF WIGHT**  
**SEABROOK SCHOOL**  
 Seabrook, Isle of Wight PO35 5PH  
 Required for September 1986 a qualified teacher of English to be responsible for the subject throughout the school. Salary according to experience. Applications should be sent to the Headmaster, Seabrook School, Seabrook, Isle of Wight PO35 5PH. Tel: 01983 511111. 184824

**SURREY**  
**DANES HILL SCHOOL**  
 Daneshill, Surrey KT20 0JG  
 H.M.C. Independent, 150 boys aged 10-18 with 60 girls in the Sixth Form.  
 Required for September 1986, a well qualified teacher to teach English, History, Geography, and to be responsible for the school's general administration. Salary according to experience. Applications should be sent to the Headmaster, Danes Hill School, Daneshill, Surrey KT20 0JG. Tel: 0889 511111. 184824

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**Pastoral**  
**Other Assistants**  
**BUCKINGHAMSHIRE**  
**COTSWOLD SCHOOL**  
 Cotswold, Bucks HP8 4JH  
 H.M.C. Independent, 150 boys aged 10-18 with 60 girls in the Sixth Form.  
 Required for September 1986, a well qualified teacher to teach English, History, Geography, and to be responsible for the school's general administration. Salary according to experience. Applications should be sent to the Headmaster, Cotswold School, Cotswold, Bucks HP8 4JH. Tel: 0494 511111. 184824

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**BRADFORD**  
**BRADFORD GRAMMAR SCHOOL**  
 Kettlewell Road, Bradford BD9 4JF  
 There will be a vacancy in September for a well qualified teacher of English and Mathematics. Salary according to experience. Applications should be sent to the Headmaster, Bradford Grammar School, Kettlewell Road, Bradford BD9 4JF. Tel: 01274 511111. 184824

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 Kettlewell Road, Bradford BD9 4JF  
 There will be a vacancy in September for a well qualified teacher of English and Mathematics. Salary according to experience. Applications should be sent to the Headmaster, Bradford Grammar School, Kettlewell Road, Bradford BD9 4JF. Tel: 01274 511111. 184824

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**ALL HALLOWS PREPARATORY SCHOOL**  
 East Cranmore, Shepton Mallet, Somerset.  
**HEAD OF MATHEMATICS**  
 Following the retirement of the present holder after fifteen years on the staff.  
 Enthusiastic graduate required in September 1986, able to maintain the high academic standards of a co-educational boarding school. Burnham Scale according to age and experience.  
 Written applications, with a c.v. and the names, addresses and telephone numbers of three referees, should be sent to the Headmaster. 184824

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**BOLTON METROPOLITAN COLLEGE**  
Principal: Colin R. Terry  
Bolton Metropolitan College is a large, multi-site N.A.F.E. College with a broad range of course provision, from traditional craft and technician level work to non-formal community education.

Applications are welcomed from those with appropriate qualifications and experience for the following vacancies:

### Faculty of Technology Head of Building Department (Grade 4)

Applicants should be well qualified academically and have experience at a senior level in the Further Education sector. Relevant experience outside the education service is highly desirable and an understanding of emerging curricular needs and current Further Education developments is essential.

### L1: Carpentry and Joinery

Both practical and technological subjects to a wide variety of courses.

### Faculty of General Education Senior Lecturer: English and Communications Studies

To co-ordinate the provision, facilitate new developments and assist with liaison across the College.

### L1: Biological Sciences

A broad range of courses up to GCE 'A' level. Ability to assist with the teaching of Psychology an advantage.

### Faculty of Community Education L1: Creative Crafts

Ability to offer a range of skills, preferably including Pottery, to a variety of courses especially Community arts.

Full details and application forms (to be returned by 8th May 1988) available from:  
The Chief Administrative Officer,  
Bolton Metropolitan College,  
Manchester Road,  
Bolton.  
Telephone Bolton (0204) 31411, Ext 207.

**BOLTON METROPOLITAN BOROUGH COUNCIL IS AN  
EQUAL OPPORTUNITIES EMPLOYER**

(6588)

## COLLEGES OF FURTHER EDUCATION HEADS OF DEPARTMENT continued

### DUDLEY METROPOLITAN BOROUGH (Equal Opportunity Employer) DUDLEY COLLEGE OF TECHNOLOGY HEAD OF DEPARTMENT OF ELECTRONIC ENGINEERING AND COMPUTER STUDIES (Burnham FE Group VI)

Applications are invited for this Headship from 1st September 1988 of this well-established and thriving College.

For further details please send SAE to the Principal's Secretary, Dudley College of Technology, The Broadway, Dudley, West Midlands, DY1 4AS.

### LECTURER I IN TRAVEL AND TOURISM

£2324 - £12945 p.a. - required for September 1988, lecturer in Travel and Tourism to build and develop this new and expanding area of work. Applicants must have some years experience in the travel and tourism industry and formal academic qualifications. A teaching qualification is desirable but not essential. Fourteen weeks holiday a year.

Please write or telephone for details and an application form to - The Principal's Secretary, Dudley College of Technology, The Broadway, Dudley, West Midlands, DY1 4AS.

(RE-ADVERTISEMENT)

(6811)

## CAMBRIDGESHIRE

### ISLE COLLEGE, WISBECH RE-ADVERTISEMENT ASSISTANT PRINCIPAL STAFF Head of Department Grade 4

Owing to the promotion of the present post holder to a Vice Principalship, the College wishes to appoint a lively and energetic person to the position of Assistant Principal Staff in a progressive and caring Further Education College with a multi-organisational, which is going tertiary in September, 1988. Main responsibilities will be Staff and Curriculum Development, Teaching Staff and Support Service Management and a commitment and full involvement in County and in House INSET. It is hoped that the appointment will be from 1st September, 1988.

Further details and application forms are available from The Principal, Isle College, Wisbech PE13 2JE Telephone Wisbech 88286.  
Closing date for applications within two weeks of this advertisement.

EQUAL OPPORTUNITY EMPLOYER

### KILBURN POLYTECHNIC Priory Park Road, NW6 1YB. DEPARTMENT OF ADULT AND CONTINUING EDUCATION Grade III HEAD OF DEPARTMENT (Post No. 86/41)

A person is required with sound management experience and with a record of innovation in Education to lead this new department. Applicants will be required to combine a commitment to the Polytechnic's anti-racist and gender-equality policies with practical experience of developing new courses to meet the changing needs of students in Further Education.

Salary: £14,849 - £18,363, plus London Allowance of £1,038. Brent is an equal opportunities employer.

Brent is fundamentally committed to Multi Cultural Education.

Further particulars and application forms, returnable within 14 days of this advertisement, may be obtained from the Principal on receipt of a s.a.e.

**London Borough of  
BRENT**  
Brent is an Equal  
Opportunity Employer.  
Job shares welcome.

### Shropshire Education Committee Equal Opportunities Employer

Shropshire County Council  
Education Department, Shirehall, Abbey Foregate,  
Shrewsbury.

### COUNTY PICKUP/ MARKETING MANAGER

Required for September or earlier if possible, a county marketing manager to be responsible to the County Education Officer for co-ordinating and promoting college marketing initiatives. A background of marketing and/or industrial training essential, and a good working knowledge of further education would be a distinct advantage.

The post is for two years in the first instance. Salary negotiable but is unlikely to be less than £14,500 p.a. Local Government essential car users allowance is payable and the successful candidate must possess a car and a current drivers licence.

Further details and application forms from the County Education Officer at the above address. (SAE) Closing date 25 April 1988.

(6401)

### HEREFORD & WORCESTER COUNTY COUNCIL Kiddminster College HEAD OF DEPARTMENT OF CARPET STUDIES, ART & DESIGN GRADE IV (£15,834 - £17,739)

Applications are invited for this important Senior Post which will be available from 1st May 1988, or as soon as possible thereafter. The Department of Carpet Studies, Art and Design is exceptional in that, in addition to the more usual courses of Foundation Art, Hairdressing and a range of Short Courses, it offers a CNAA Honours Degree Course in the Design of Carpets and Related Textiles; this is regarded as the premier course for the Carpet Industry.

Application Form and further details may be obtained from: The Principal, Kiddminster College, Hoo Road, Kiddminster, Worcester, DY10 1LX.  
Tel: Kiddminster (0862) 68311

Completed application forms should be forwarded to the Principal not later than two weeks after the appearance of this advertisement.

**KIDDERMINSTER COLLEGE**  
Hoo Road, Kiddminster, Telephone: Kiddminster 68311/6

### WEYMOUTH COLLEGE Granford Avenue Weymouth Dorset DT4 7LQ Required for September

### DEPARTMENT OF BUSINESS AND CATERING STUDIES LECTURER (GRADE II) in BUSINESS STUDIES required for September 1988.

Preference will be given to candidates who can offer two or more of the following BTEC Modules: Public Administration, Banking, Supervisory Studies, Industrial Relations, Business Law.

The successful candidate will be expected to work for approximately one day per week with the schools involved with the College in the Dorset IVEI scheme.

Salary Scale Lecturer (Grade II) £2,076 - £12,945

### DEPARTMENT OF HUMANITIES LECTURER (GRADE I) in PHOTOGRAPHY

to teach GCE O and A level as well as recreational and adult classes. Candidates should be qualified to degree or equivalent level and should have a very high reputation in the field of photography. The post is an exciting and challenging one which is essential to the development of the present Department.

Salary Scale Lecturer (Grade I) £2,324 - £12,945 per annum.

### DEPARTMENT OF TECHNOLOGY LECTURER (GRADE II) in STONEMASONRY

The main function will be to teach the theoretical and practical subjects in City and Guilds and other courses within the Department of Technology.

Candidates should have relevant experience and be suitably qualified.

Salary Scale Lecturer (Grade II) £2,324 - £12,945 per annum.

### LECTURER (GRADE II) in ELECTRONICS.

The main function will be to teach Electronics and related subjects to BTEC Diploma and Certificate students with additionally some involvement with A level and GCE courses.

Candidates should have a degree or other appropriate qualification and have suitable industrial experience.

Salary Scale Lecturer (Grade II) £2,076 - £12,945 per annum.

Further details and application forms obtainable from the Principal's Secretary, Weymouth College, Newstead Road, Weymouth, Dorset, DT4 6DX. Completed application forms to be returned by 2 May, 1988.

(6688)



### COLLEGES OF FURTHER EDUCATION

continued

### BUCKINGHAMSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT Equal Opportunity Employer WYLSLEY COLLEGE Oxford Road, Aylesbury HP9 1SP

Following the retirement at the end of August 1986 of the present Head of Business and Management Studies, a post of Head of Department is available for a person with a degree or equivalent qualification and experience in the field of Business and Management Studies.

The College is at present undergoing some reorganisation and development. In particular, a new building for completion in 1987 will house an expansion in student numbers and improved facilities for Business Studies students.

Candidates for the post should be well qualified in an area of Business, Commercial, Professional or Technical Studies with both Commercial and Educational Management experience.

Salary Scale Grade IV £15,834 - £17,739

Assistance with removal and other expenses in approved cases.

Telephone Vice Principal for application forms and further particulars of the post (Tel: 0295 24111; Fax: 0295 24112; Closing date 30th April 1988.

220018 (10632)

### LEICESTERSHIRE COUNTY COUNCIL An Equal Opportunities

CHARLES KESNE  
COLLEGE OF FURTHER  
EDUCATION  
Leicester  
LE1 3WA

Tel: (0533) 56037

### HEAD OF DEPARTMENT OF MECHANICAL ENGINEERING (GRADE IV)

Applications are invited for the above post from 1st September, 1988.

The successful applicant will be responsible for the management of the Mechanical Engineering Department across the College.

Applicants should be graduates, have extensive experience of computer teaching in Further Education and be competent administrators.

Industrial/commercial experience and teaching training are highly desirable.

Further particulars and application forms will be obtained from the Principal, at the address above.

Closing date for receipt of applications will be Wednesday, 30th April 1988. (05767) 220018

### LINCOLNSHIRE GRANTHAM COLLEGE OF FURTHER EDUCATION EDUCATION OFFICER (Head of Department)

BM PRISON  
MORTON ROAD  
(£11,664 - £19,384)

Applications are invited for the post of Education Officer, BM Prison, Lincoln. The post is available from 1st September 1988. The postholder will be responsible for the development of education and training activities for approximately 1800 Category D male adult prisoners. Previous experience in a penal establishment is highly desirable.

Further particulars and application forms are available from The Principal, Grantam College, Lincoln. Tel: 0476 25741 and should be returned by 25th April 1988. (05855) 220018

### Other Appointments

AVON COUNTY  
EDUCATION SERVICE  
TECHNICAL  
COLLEGE  
100, Avenue, Bristol BS12 1AT

DEPARTMENT OF SPECIAL  
EDUCATION Lecturer I required  
Temporary Lecturer and Second  
Lecturer to A level. The post is  
available from 1st September  
1988 and is for a fixed period  
of one year.

Further details (please  
specify post reference  
88/47) and application form  
(returnable by 2nd May 1988)  
obtainable from the Principal,  
Avon County Council, Equal Opportu-  
nities Employer. (10142) 220026

Further particulars and application forms are available from the Principal, Westhill College, Birmingham TVEI - Related in Service Training (TRIST)

**LECTURER II/  
SENIOR  
LECTURER**  
In Information Technology  
From 1st April 1986 or as soon as  
possible thereafter, until 31st August  
1987  
(Funded by MSC)

Applications are invited from experienced practitioners of Information Technology in the Secondary and FE Field for this new and challenging post to devise and initiate a pilot INSET project in collaboration with the West Midlands (MACE) Local Education Authority.

The person appointed will be expected to investigate LEA/INSET needs and to develop a flexible training programme on capital Information Technology to enable LEA participants to apply it within their own subject specialism.

This joint appointment to the two Colleges is at the Lecturer II/Senior Lecturer Level.

It is expected that the successful applicant will be in sympathy with the aims of the two voluntary colleges.

Secondment maybe possible for serving teachers.

Further details from the Principal, Westhill College, Wexley Park Road, Selly Oak, Birmingham B29 6LL. Tel: 021 472 7245.

(6398)

### AVON COUNTY CITY OF BATH TECHNICAL COLLEGE

Applications are invited for the following posts:

1. LECTURER II in MIC-ROELECTRONIC AP-PLICATIONS to teach Elec-tronics and Microelec-tronics theory and prac-tice up to BTEC Higher Diploma level. The successful ap-plicant should be capable of bridging the divide between Mechanical and Electrical Engineering.

2. LECTURER II in ELECTRONIC ENGINEERING/TECHNOLOGY to teach to BTEC Higher Diploma level. Experience of the application of Microelec-tronics to the Control of Elec-trical Machines and Instru-mentation Systems would be an advantage.

3. LECTURER I in SHIP-BUILDING to teach Naval Architecture, Shipbuilding, and related subjects. The successful candidate should have experience in the Control of Elec-trical Machines and Instru-mentation Systems would be an advantage.

Salary: Lecturer I £2,324 - £12,945; Lecturer II £2,076 - £12,945.

Further details and an application form (s.a.e.) may be obtained from the Principal, Avon County Council, City of Bath, Closing date 1st May, 1988.

Avon is an equal opportu-nities employer. 220026 (05857)

Applications are invited for the above post from 1st September, 1988.

The successful applicant will be responsible for the management of the Mechanical Engineering Department across the College.

Applicants should be graduates, have extensive experience of computer teaching in Further Education and be competent administrators.

Industrial/commercial experience and teaching training are highly desirable.

Further particulars and application forms will be obtained from the Principal, at the address above.

Closing date for receipt of applications will be Wednesday, 30th April 1988. (05767) 220018

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## Lancashire County Council

AN EQUAL OPPORTUNITY EMPLOYER  
LANCASHIRE  
COUNTY COUNCIL  
An Equal Opportunities employer

### W.R. TUSON COLLEGE St. Vincent's Road, Fulwood, Preston.

5 POSTS - ALL LECTURER GRADE 1.  
All posts required for 1st September 1988.

(1) DIVISION OF BUSINESS STUDIES  
Accounting (Public and Private Sector) and Computer based accounting.

(2) DIVISION OF MECHANICAL AND  
PRODUCTION ENGINEERING  
Engineering Workshop Studies (G.G.L.I. and similar courses)

(3) & (4) DIVISION OF SERVICE INDUSTRIES  
(2 POSTS)  
(3) Catering Theory and Practice and Related Studies.  
(4) Food and Related Studies.

(5) DIVISION OF MODERN STUDIES  
(TEMPORARY POST)  
Economics to 'A' Level GCE from 1.9.88 - 31.8.87.

Application forms and further details available from/returnable to the District Education Officer, Education Offices, Ewbank House, Cannon Street, Accrington. (SAE please).

Closing date for ALL posts: 1st May 1988.

(6591)

### ACCRINGTON AND ROSENDALE COLLEGE

Sandy Lane, Accrington. BB5 2AW  
Required 1st September 1988 or earlier if possible.

LECTURER 1 - MUSIC. TO DEVELOP MUSIC  
THROUGHOUT THE COLLEGE AND TO TEACH  
SPECIFICALLY KEYBOARD AND ALIAS ASPECTS  
OF 'A' LEVEL MUSIC ON THE LANCASHIRE  
MUSIC FOUNDATION COURSE.

Application forms and further details available from/returnable to the District Education Officer, Education Offices, Ewbank House, Cannon Street, Accrington. (SAE please).

Closing date for ALL posts: 1st May 1988.

(6591)

## HAMPSHIRE

### BASINGSTOKE TECHNICAL COLLEGE

Applications are invited for the following post for  
September 1988.

### Lecturer I In Spatial Design

Salary scale: £8,234 - £11,247  
The person appointed will be primarily concerned with the two year British Display Society Diploma in Display and Exhibition Design but would also be expected to make a contribution to other Art & Design courses.

The nature of the 3D specialism of the candidates is not prescriptive, experience of visualisation or presentation drawing would be an advantage but that might emanate from one of many 3D backgrounds. A teaching qualification is essential, industrial experience desirable.

The appointment is temporary and initially for one year.  
Further details and application forms from the Registrar,  
Basingstoke Technical College,  
Worthing Road, Basingstoke RG21 1TN.  
(Tel: 0256 54141 ext 57). Closing date for receipt of forms is two weeks from the appearance of this advertisement.

(6591)

### LECTURER I CHILD DEVELOPMENT STUDIES (NNEB COURSE)

Salary - Lecturer I scale: £6,324 - £11,247  
rising to £12,945 p.a.

Nursery/Infant Teacher with appropriate qualifications and experience related to working with children under 7 years of age. The successful applicant will teach Child Development and related subjects, and undertake tutorial responsibility for a number of NNEB students.

Application forms and further particulars may be obtained by sending a large stamped addressed envelope to the Chief Administrative Officer, Norwich City College of Further and Higher Education, Ipswich Road, Norwich NR2 2LJ to whom completed forms should be returned within 14 days of the appearance of this advertisement.

Norfolk County Council

### Norwich City College of Further & Higher Education

### Stoke on Trent Cauldon College of Further and Higher Education

### Head of Department of General Education and Communication Studies Grade VI £18,615 - £20,511

Application forms and further particulars are available from the Vice Principal, Stoke on Trent Cauldon College of Further and Higher Education, Stoke Road, Shelton, Stoke on Trent ST4 2DG. Telephone: Stoke on Trent (0782) 29561 ext 327 or 306.

Canvassing will disqualify.  
Trade Union Membership encouraged.

## Staffordshire County Council

(04208)

### West Suffolk College of Further Education Bury St. Edmunds (Group 5)

Required for 1 September 1986 to play an important role in the college's new structure.

### Head of Faculty, Technology (Grade 4)

The Faculty combines Mechanical Engineering, Construction and Electrical Engineering. The college is seeking to improve the service offered to the local community and industry, especially in the area of new technology, and this represents a significant challenge for a person of innovative inclination with proven management skills. He/she will also be a member of the college's management team and contribute to a variety of cross college initiatives and new developments as part of an evolving strategy to equip the college for the 1990s.

Suitably qualified persons should apply to the Principal for further details and forms, at West Suffolk College of Further Education, Old Rhymer, Bury St. Edmunds, Suffolk IP33 3JL. Tel. (0284) 701301.

Completed application forms should be returned by 2 May 1986.

(6680)

## Suffolk County Council

(6680)

### FIFE REGIONAL EDUCATION COMMITTEE GLENROTHES AND BUCKHAVEN TECHNICAL COLLEGE

### HEAD of Industrial Studies (Grade 10)

The successful applicant will be responsible for the leadership of a team of industrial tutors whose main tasks include the provision of a wide programme of post-experience short courses and conferences for industry, the trade unions and the public sector throughout the Region as well as a range of industry-related certificate courses in quality assurance, production control, industrial management and supervisory studies. The Department also operates a small business advisory service.

Applicants must have relevant industrial experience, a degree or equivalent in an appropriate discipline and an approved teaching or training qualification.



## COLLEGES OF FURTHER EDUCATION

**CAMBRIDGESHIRE**  
COLLEGE OF ARTS AND TECHNOLOGY  
100 Road, Cambridge CB1 1PT  
(Equal Opportunity Employer)  
Lecturer in Computer Science and Information Systems  
Required from September 1986 to teach on Wood Trades Craft courses. An ability to teach industrial studies an advantage. Good industrial experience essential with City and Guilds or alternative qualifications. Teaching experience or teacher training preferred. Salary scale (under review) £6,324 - £11,347 starting point according to qualifications and experience. Details and forms to be returned by 6th May, from Head of Department of Computing, Tel: (0223) 35970/809881. 220026

**CAMBRIDGESHIRE**  
COLLEGE OF ARTS AND TECHNOLOGY  
100 Road, Cambridge CB1 1PT  
(Equal Opportunity Employer)  
Lecturer in Computer Science and Information Systems  
Required from September 1986 to teach on Wood Trades Craft courses. An ability to teach industrial studies an advantage. Good industrial experience essential with City and Guilds or alternative qualifications. Teaching experience or teacher training preferred. Salary scale (under review) £6,324 - £11,347 starting point according to qualifications and experience. Details and forms to be returned by 6th May, from Head of Department of Computing, Tel: (0223) 35970/809881. 220026

**BRENT**  
LONDON BOROUGH OF  
BRENT  
EDUCATION COMMITTEE  
100 Road, Cambridge CB1 1PT  
(Equal Opportunity Employer)  
Lecturer in Computer Science and Information Systems  
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**CHESHIRE**  
MID-CHESHIRE COLLEGE OF FURTHER EDUCATION  
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**THE COLLEGE THAT COUNTS SUCCESS**  
**WAKEFIELD DISTRICT COLLEGE**  
**VACANCIES - SESSION 1986/87**  
Senior Lecturer (Coordinator for Special Needs) Sector of Human Studies (Ref. 8606)  
Fixed Term Contracts  
Lecturer II (Adult Education Centre) (Ref. 8607)  
Lecturer I in Computer Technology (Ref. 8608)  
Lecturer I in Mechanical Engineering (Ref. 8609)  
Lecturer I in Mining Technology (Ref. 8610)  
Lecturer I in Catering & Food Technology (Ref. 8611)  
Lecturer I in Leisure and Recreation (4 Posts) (Ref. 8612, 8613, 8614, 8615)  
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Lecturer I in Biology (Ref. 8621)  
Lecturer I in Social Care (Qualified Social Worker) (Ref. 8622)  
Salary Range:  
Lecturer I, £6,324 - £11,247  
Lecturer II, £8,076 - £12,945  
Application forms and further details are available from the Chief Education Officer, 8 Bond Street, Wakefield WF1 2QL

**COLLEGES OF FURTHER EDUCATION**  
continued  
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The following vacancies at this College are required from September 1986:-

### Lecturer Grade I in ACCOUNTANCY

Applications are invited from suitably qualified and experienced persons to teach on a wide range of courses: 'O'/'A' level, BTEC First Certificate and BTEC National courses. Experience in computerised accounting would be a distinct advantage.

### Lecturer Grade I in ECONOMICS

(1 year appointment from September 1986)  
Applications are invited from suitably qualified persons to teach economics and related subjects on a wide range of courses: 'O'/'A' level, BTEC National and LCC Secretarial courses.

### Lecturer Grade I in CONSTRUCTION

A vacancy exists for a full-time member of staff to teach to Advanced Craft level in Brickwork and associated trade skills. Preference will be given to candidates who can offer expertise and who are qualified to teach a variety of units at BTEC Diploma level.

### Lecturer Grade I in BEAUTY THERAPY

Suitably qualified/experienced persons are invited to apply for this post to teach on a course leading to the award of the City & Guilds Beauty Therapy Certificate. There is a new purpose-built centre to provide for this expanding area of work.

### Senior Lecturer in CATERING

Applications are invited for the vacant post of Senior Lecturer in Catering to commence 1st September, 1986, in the Department of Catering & Hairdressing. Candidates must have industrial experience, a teaching qualification and advanced qualifications relative to their area of expertise.

### Lecturer Grade I in ART & DESIGN

Required to teach Art in 2- and 3-D media and run a small, but thriving, Art Section in Corby. Teaching will primarily be with adults and full-time students on G.C.E., Hairdressing & Beauty Therapy courses.

### Associate Lecturer in ART & DESIGN

Required to teach 16 1/2 hours per week (normally four working days). A main interest in Ceramics is desirable, with an ability to teach other areas of design.

### SALARIES: (Under review)

Lecturer Grade I - £6,207 - £11,037  
Senior Lecturer - £11,733 - £13,766  
F.E. Conditions of Service will apply.  
For further details and application forms for any of the above posts, please contact:-  
The Principal's Secretary, Tresham College, St. Mary's Road, KETTERING, Northants.  
Tel: Kettering 85353 Ext. 205.

**CAMBRIDGESHIRE**  
COLLEGE OF ARTS AND TECHNOLOGY  
100 Road, Cambridge CB1 1PT  
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**COLLEGES OF FURTHER EDUCATION**  
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## LECTURING VACANCIES

Applications are invited for the following posts to commence in September, 1986.

Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea SA1 3SN.

GORSEINON COLLEGE, 82/86 BELGRAVE ROAD, GORSEINON, SWANSEA

This new College, to open in September 1986, will provide post-16 education for the Gorseinon and Portaferry areas.

1 Senior Tutor - (H.O.D.) - Courses in Technology. The successful applicant will be one of four Senior Tutors, each of whom will have a subject area of responsibility. As far as the post is concerned, that responsibility will be for either resource management or marketing or external liaison. In addition, each Senior Tutor will be responsible for a course group and overall supervision of the curriculum and student guidance within that group. In this case, that responsibility will be for courses in Technology. (Post ref: 4.3.86)

2 Senior Lecturers - 3 Posts (Salary will be in accordance with the Senior Lecturer Scale of the Burnham Report for Further Education).

(i) Student Matters - to teach and liaise with staff across the College. He/she will develop a student programme of Life Skills and Counselling and overview student welfare and co-ordinate student activities. (Post ref: 5.5.86)

(ii) Educational Resources - to liaise with staff across the College. He/she will be responsible for financial, administrative and organisational matters associated with equipment and materials and will work with teaching and non-teaching staff to introduce and promote new developments in educational resources in all curriculum areas. (Post ref: 5.5.86)

(iii) Community Development and Adult Education. To teach and liaise with staff across the College. He/she will identify community needs and monitor provision (particularly with regard to non-vocational adult classes) and liaise with a wide variety of organisations and agencies outside the College. (Post ref: 7.5.86)

3 Lecturer in English and Communications Studies (L1). The successful applicant will be appointed to a large range of literature studies team which will be required to service all courses including A/SL, BTEC and CPVE. (Post ref: 8.8.86)

Application forms and further particulars for the above posts are available from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea SA1 3SN, on receipt of a large stamped addressed envelope quoting the post reference.

The CLOSING DATE for receipt of completed applications is THURSDAY, 1st May 1986.

Application forms and further details for the following posts must be obtained from the appropriate College.

NEATH COLLEGE, DWR-Y-FELIN ROAD, NEATH SA10 7TF.

1 Lecturer in Geography (L1). An experienced, good honours graduate to develop courses ranging from 'O' to 'A' level, and to contribute to the Tertiary elements of BTEC programmes. Experience in the new modular 'A' level programmes or new approaches to geography teaching would be an advantage. Candidates should have a commitment to project and field work approaches in geography teaching. The successful candidate will be expected to undertake a course co-ordinator's role for a group of subjects in the Humanities Faculty. (Post ref: 9.9.86)

2 Lecturer in Office Skills (L1). The person appointed will be expected to have competence and experience in the major office skills including Word Processing and Information Technology. Duties will include leadership of Commercial Courses and subject leadership in Short-hand, Typewriting and Word Processing. The appointee will be expected to lead and maintain existing developments in Information Technology. Ability to teach through the medium of Welsh would be advantageous. (Post ref: 10.8.86)

3 Lecturer in Chemistry (L1). A good honours graduate in Chemistry to teach on a wide variety of courses, including 'A' level, BTEC National Diploma and Higher National Certificate in Science, Chemical Engineering and TVEI Industrial and teaching experience, together with knowledge of micro computing applications in teaching and laboratory work, would be advantageous. (Post ref: 11.8.86)

4 Lecturer in Office Skills (L1). Applications are sought from persons with commercial experience and teaching qualifications in the areas of Typewriting, Word Processing and Information Technology with the ability to teach either Accounting or General Business subjects at the level of CPVE and BTEC First courses. Ability to teach through the medium of Welsh would be advantageous. (Post ref: 11.8.86)

5 Lecturer in German (L1). An honours graduate in German to be responsible for 'A' level German, and for the introduction of the language within CPVE and BTEC Diploma courses and in Adult Education. There will also be a commitment to teach German to 13-16 year old pupils in one of the Neath 11-16 schools. Therefore the person appointed must be a qualified teacher. (Post ref: 13.9.86)

Application forms and further particulars can be obtained from the appropriate College concerned on receipt of a large stamped addressed envelope, quoting the post reference.

The CLOSING DATE for receipt of completed application forms is THURSDAY, 1st May 1986.

John Beale  
Director of Education



## Required from 1st September 1986 - LECTURER II/SENIOR LECTURER (HOME ECONOMIST - FOOD AND COMMUNICATION STUDIES)

Applications are invited for the appointment of a Home Economist who has knowledge and practical experience of working in some of the following areas - food industry, recipe development, preparing food for photography, product evaluation, promotions and marketing presentations.

The post will be primarily concerned with teaching students enrolled on the full-time BTEC HND, additionally BTEC National Diploma in Home Economics and specific short courses.

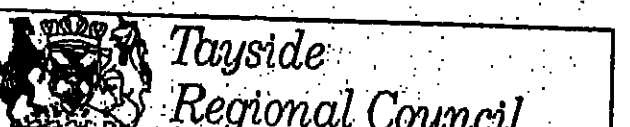
Applicants should have several years experience and a relevant degree or diploma. Teaching experience is desirable but not essential.

The salary for this post will be in accordance with the current Burnham Further Education Award and is at present:

LECTURER II: £8,754 - £13,233 p.a.  
SENIOR LECTURER: £12,836 - £14,724 (barred)/£15,723 p.a. (inclusive of London Weighting Allowance)

Application forms and further details may be obtained from The Assistant Principal (Personnel), Croydon College, College Road, Croydon, CR9 1DX. A self-addressed envelope would be much appreciated. Completed application forms should be returned within fourteen days of the appearance of this advertisement.

(6025)



## FURTHER EDUCATION DUNDEE COLLEGE OF FURTHER EDUCATION, 30 Constitution Road, Dundee

Applications are invited for the following post to teach Programming, Systems Design and Computer Management to students on Advanced Courses in Data Processing.

### LECTURER A IN COMPUTING

(Re-advertisement)  
Salary Scale - £9,321 - £14,718 (Bar: £13,710)  
Applicants should have a minimum two years experience in Commercial Computer Applications and be qualified to graduate level. Recent experience in Real Time and Network Based Systems would be an advantage.

### LECTURER B IN ELECTRICAL AND ELECTRONIC ENGINEERING

DUNDEE COLLEGE OF FURTHER EDUCATION, Old Glains Road, Dundee  
Salary: £8,374 - £11,676  
Candidates should preferably have experience in Radio, Television and Video Engineering. Also a background in Microcomputing and Industrial Electronics would be an advantage.

The teaching programme offered initially is likely to be concerned with Scottish National level, the training element of B.Eng. and HND courses may also be included.

The preferred qualification is either Higher School Certificate or Higher National Certificate in Electrical and Electronic Engineering, although other appropriate qualifications will be considered.

Application forms and further details are available from the Principal at the above address. To whom completed applications should be returned by Friday 1 May 1986.

(6022)

## Metropolitan Borough of Stockport (An Equal Opportunity Employer)

### STOCKPORT COLLEGE OF TECHNOLOGY

Applications are invited from suitably qualified persons for the following teaching posts, duties to commence on 1 September 1986.

#### ART & DESIGN DEPARTMENT

LECTURER GRADE 1 in Photography  
APPLIED SOCIAL SCIENCES DEPARTMENT  
LECTURER GRADE 1 in Beauty Therapy

BUILDING & CIVIL ENGINEERING DEPARTMENT  
LECTURER GRADE 1 in Trowel Trades  
LECTURER GRADE 2 in Structural Engineering

#### GENERAL EDUCATION DEPARTMENT

LECTURER GRADE 1 in Theatre and Communication Studies

#### MANAGEMENT & BUSINESS STUDIES DEPARTMENT

LECTURER GRADE 1 in Secretarial Studies  
LECTURER GRADE 2 in Business Information Technology

Salary Scale: Lecturer 1 - £6,324 - £11,247  
Lecturer 2 - £8,076 - £12,945

Closing date for applications 2 May 1986.

Application forms and further details may be obtained from the Principal, Stockport College of Technology, Wellington Road South, Stockport SK1 3UD, quoting reference TES/1, tel: 061 480 7331, on receipt of a stamped addressed envelope.

(6030)

## Berkshire LANGLEY COLLEGE OF FURTHER EDUCATION

### Principal Lecturer - Engineering Group Leader

The above post is available from 1 September 1986 and is an important senior management post.

The successful candidate will be responsible for the Engineering Group and will provide a focus in innovation and development.

The person will be experienced in one or more of the group's principal activities in electronics, microelectronics, control, building services engineering or electrical installation.

Salary Scale: £14,013 - £15,800 (bar) to £17,619 + London fringe allowances.

Berkshire has a scheme for assisting with removal expenses.

The County Council is an equal opportunity employer.

Further information and application forms from: The Registrar, Langley College of Further Education, Station Road, Langley, Slough, SL3 8BY. Please enclose a stamped, addressed, foolscap envelope.

Closing date: 28 April 1986.

(6034)















## ROME

### ST. GEORGE'S ENGLISH SCHOOL

(H.M.C. Coed Day, 800 mainly GCE-band pupils ages 4-18, 65 nationalities)

Applications are invited for the following possible (internal adjustments also possible). Fully qualified teachers, with minimum 2 years good experience (10 years, post 3). Computer expertise welcome in all posts.

Current Salaries, paid in lire, follow Burnham proportions with top of Scale One 1986-7 earning (at exchange L.1. 2350 - £1) £12,500 p.a., plus 15.45% school contribution to Provident Fund and 7.4% annual accrual to leaving indemnity.

#### 1. MATHEMATICS

to ages 11-18, including Pure/Applied and (essential) Further Maths 'A' Level. Maths to 'O' Level very desirable, for 8 periods per week. Maths teachers with neither Physics nor Computers will certainly be considered. Possibility of consideration for Maths Head of Department (Scale 4) or 2 1/2 Dept. (Scale 3) or Scale 2, with some internal movements also occurring.

#### 2. ENGLISH

to ages 11-18, to be 2 1/2 Dept. with significant administrative and curricular responsibilities including leadership of language-across-curriculum party. £1,500 allowance additional to scale indicated above.

#### 3. MUSIC

to ages 7-15/18, Scale 1 initially. Experienced string specialist (violin/viola) to coordinate string programme in flourishing Dept., with classroom teaching in Middle/Secondary ('O' & 'A' possible) and probably in Primary. Also available: temporary post, Primary music, September to December, 1986.

#### 4. INFANTS CLASS TEACHER

specifically trained for ages 4 to 6.

#### 5. HEAD OF STUDIES, Scale 4:

Geography Specialist

With Human/Economic emphasis (to ages 11-18, including 'A' required, with ability to lead Heads of History, Economics, General Studies. Alternative, unless otherwise specified in application, candidates will also be considered for Head of Geography, Scale 3, if Head of Social Studies is not externally appointed.

Letters of application to the Headmaster, St. George's English School, Via Cassia Km. 16,00123 Rome, Italy, to arrive by May 8th 1986 (5 copies recommended: normal mail 10-20 days). Enclose full c.v., telephone number, and names, addresses, telephone numbers of three referees. Interviews in London, May 14th-19th. (0877)

## OVERSEAS POSTS

continued

### GREECE

EFL Teachers required for Athens, Thessaloniki, provincial towns, Crete and other islands for school year 1986-7. Applicants must have a degree and/or teaching diploma for work permit. EFL experience and qualifications preferred. Interviews London. Please send curriculum vitae, recent photo and self-addressed envelope to: Teachers in Greece, 79 Tavistock Square, London WC1H 9JF. Tel: 01-263 05555. 460000

### GREECE

Qualified English teacher (N.E.L.) is required by a private school of English in Thessaloniki, from September 1986 until May 1987. Excellent conditions. Please apply to Mrs. Helen Stavrou, 15 Kassandrou St., Thessaloniki 54654, enclosing full c.v. and a recent photograph. (13631) 460000

### INDONESIA

Experienced TEFL teachers required for varied general English and ESP work. Two-year contracts. Applications including full passport no., tel. no., date available to: English Language Services, 20 Oakington Avenue, Wembley Park, 460000 (10802)

### ISTANBUL

To teach Maths, Science and English Language at modern private Secondary and High schools. London interviews 21st to 25th April 1986. Ring Mr. R.A.Y. Keys up to 21st April on 01-803 1148. (10642) 460000

### JAPAN

C.I.I.

English Language school in Japan seeks teachers for September 1986 and January 1987. Enthusiastic university graduates for children and adult classes.

Please apply with CV and photograph as soon as possible to: C.I.I. Yamahata Building, 2F, 1-1 Yamahata, Yokohama, Kitakyushu Japan 808. 460000 (08888)

### JAPAN

Kobe Established international school teaching English curriculum requires RECEPTION TEACHER for September 1986. Salary scale from £7,650 plus bonus. Accommodation provided. Please apply with CV to Mr. F.J. Smith, Gabbitus-Thring Services Ltd, 88 Spaxville Street, London W1. Tel: 01-263 0161. (10837) 460000

### SPAIN

Male TEACHERS OF ENGLISH required for Language school. To commence mid-September. For further details contact: Mrs. J. Hughes, 36 Chesterfield Road, London W1. Tel: 01-263 8966 (after 4.30 p.m. 08014) 460000

## The Centre for British Teachers Limited

### MALAYSIA

#### STUDY SKILLS IN ENGLISH

We are recruiting Teachers of Study Skills in English for Residential Schools in Malaysia. They will work closely with Malaysian and British colleagues teaching Arts and Science subjects for Cambridge 'A' level exams. Contractual Contracts are for 2 years starting 1st August 1986. Salaries range from M\$2,405 to M\$2,705 per month (current rate of exchange M\$3.46 = £1) with allowances for dependent spouse and children. Pairs; luggage not less than 8 weeks holiday p.a.

Qualifications: Teachers should have a degree; a PGCE; a minimum of 5 years teaching experience, including 3 years TEFL; experience of teaching Study Skills at Pre-University level will be an advantage. The Centre also provides a thorough Briefing in Britain; in-country Orientation; professional and welfare support and Resettlement advice.

For further information and to arrange an interview please contact Judith Brooks (quoting reference TM).

#### 'A' LEVEL TEACHERS

This is an excellent opportunity for 'A' level teachers of MATHS, PHYSICS, CHEMISTRY, ECONOMICS. To spend two weeks teaching in Malaysia on a worthwhile project. We are recruiting teachers of these subjects to teach Malaysian students at State Residential Schools and at a Sixth Form College. Contract: Terms and conditions as above.

Qualifications: A degree and PGCE plus at least 5 years experience teaching the relevant subject, including 2 at 'A' level.

For further information and to arrange an interview telephone Mrs Bryant (quoting reference TS2).

The Centre for British Teachers Limited, Quality House, Quality Court, Chancery Lane, London WC2A 1RP. 01-242 2962. (030)

## REPUBLIC OF SINGAPORE

### Trained Graduate Teachers of Art

The Ministry of Education, Republic of Singapore invites applications for the above posts from teachers of Art who must possess either (i) a university degree in Art and an Art teaching qualification or (ii) the Diploma in Art and Design and the Art Teachers Diploma, acceptable to the Public Service Commission, Singapore.

Successful applicants will be required to teach art at GCE 'A' or 'O' levels and also prepare teaching materials for the subject.

The basic terms of service include the following:-

• Renewable 3-year contracts.

• Gross salaries ranging from S\$14,630 to S\$27,800 per annum

• Housing Allowance of S\$1000, S\$1300 or S\$1600 per month depending on whether accompanied by spouse and dependent children.

• Tax free superannuation benefits.

• Economy return air-passages for teacher, spouse and 2 children under 18 years.

• Interest-free settling-in loan.

For application forms and information leaflet, please write to or telephone: Teacher Recruitment Unit, Singapore High Commission, 5 Gresham Street, London SW1. Tel: 01-235 5378

Completed application forms should be returned by 2nd May 1986.

## JEDDAH

Saudi Arabian Airlines operates a network of routes extending from Seoul to New York. At our base in Jeddah we operate a school, now in its 34th year, for over 1200 children of our expatriate employees.

### TEACHING COUPLE

Combined Salary £23,400 p.a. tax free

Whilst the school operates to an American curriculum for younger children, a British syllabus is available to pupils aged 11 to 14 to enable them to integrate into the British education system on their return to the UK. We now seek to recruit a couple to be responsible for this curriculum.

One member of the couple will be required to teach Maths and Science; the other English and History/Geography. Both should have a Degree and post-graduate Certificate in Education.

In return, we offer the following attractive package:-

- \* Tax free salary.
- \* Free fully furnished air conditioned accommodation in attractive residential area.
- \* Free utilities.
- \* Subsidised education for your own children up to age 14.
- \* Free return air tickets to the UK and worldwide reduced rate air travel opportunities.

These positions are open to a married couple, both aged between 25 - 55 on an initial two year contract basis. The salary quoted above is calculated at SR5.3 = £1.00.

Couples who meet the above requirements should please write with full career details by 30th April 1986 to: Maggie Newport, Area Personnel Office - Europe, Saudi Arabian Airlines, 608 Chiswick High Road, London W4 6RG. Telephone: 01-996 7755.



SAUDI ARABIAN AIRLINES

## OVERSEAS POSTS

continued

### KENYA

A Kenya private school has September vacancies in the preparatory and secondary departments for teachers offering combination of:

French; Physics; Computing for 'O' level; Music Prep General Subject.

### SPAIN

Teacher E.F.L. with some knowledge of Spanish required for September 1986. Send C.V. and recent photo to: C.I.I. Livingstone, 13 1/2 D. Logroño, Spain. (08837) 460000

### KENYA

GREENSTEDTS INDEPENDENT SCHOOL

Required for September 1986: 1. A teacher of Physics to Cambridge 'A' Level. 2. A class teacher in the Preparatory Department. Applicants should send C.V. and photograph to: The Headmaster, Greensteds School, Private Bag, Nakuru, (10143) 460000

### PARIS

BRITISH SCHOOL OF PARIS

Recent graduate required for September to teach ENGLISH to 'O' and 'A' Levels, with half time qualifications and experience are essential.

Please telephone for further details from the Headmaster-designate, Mr. A.W. Livingstone, 25, Westminister School, Tel: 01-222 2516. (08815) 460000

## PAPUA NEW GUINEA INTERNATIONAL EDUCATION AGENCY TEACHING POSITIONS 1987

Applications are invited from Teachers for positions in International Primary and High Schools in Papua New Guinea commencing late January 1987. Applications are also invited for school advisors positions to be based at the agency secretariat in Port Moresby. In some cases preference will be given to teaching couples. Schools contain students from over 40 nations, including Papua New Guineans.

#### 1. PRIMARY POSITIONS

The agency conducts 30 primary schools throughout Papua New Guinea ranging from one teacher schools in small towns or rural areas to city schools of 450+ pupils. Vacancies for 1987 include Level One Classroom Teachers through to Level Two and Three Senior positions.

#### 2. HIGH SCHOOL POSITIONS

The agency conducts High Schools in Port Moresby (820 pupils) and LAE (260 pupils), and also some smaller correspondence High Schools in regional towns. Teachers are required in all disciplines to teach up to university entrance level. Head of Department positions in Maths, Science, Languages, Humanities, Technics, Outdoor Education and Music will probably be vacant.

#### 3. AGENCY SECRETARIAT

The agency is responsible for providing Professional Services to schools. Applicants are invited for positions of schools Advisors (4 positions) to provide general and specialized professional support and curriculum assistance to schools and teachers.

It is anticipated that applicants would provide evidence of special interest and/or involvement in one or more curriculum areas and at various levels.

Immediate vacancies exist in the early childhood and middle/upper primary levels.

#### Salary Range:

Teachers: K11,030 - K16,740 P.A. Senior Teachers, Heads of Departments and Primary Deputy Heads: K18,520 - K20,110 P.A. Principals (Primary): K18,520 - K23,330 P.A. (Exchange rate at April 3, 1986: K1 = 69p)

Conditions of service include: 3 year contract, 24% gratuity taxed at 2% (paid every 6 months), leave fares after 2 years, school fees paid in PNG International Schools, settling in allowance, accommodation with hard furnishings at nominal rental, recruitment and repatriation fares.

A reply will be sent to all applicants. Those shortlisted will be interviewed in London in late July.

Apply with full C.V. including a telephone number to: Education Secretary, International Education Agency, P.O. Box 6874, Boroko, Papua New Guinea. Phone 253814. Telex: NE 23082. Applications Close 26th May 1986. (0892)

## The Centre for British Teachers Limited

### BRUNEI

#### PRIMARY TEACHERS

The Centre is delighted to announce a further extension of its project with the Ministry of Education in Brunei. We are now recruiting 20 TEACHERS OF ALL SUBJECTS AT PRIMARY LEVEL on 2 year contracts from 14th November 1986, to join 23 Centre Primary teachers who took up posts in 1985.

This is an excellent opportunity for Primary Teachers to teach their subjects with the professional support of a Centre project in an interesting part of the world. Primary Education in Brunei is developing very quickly and a bilingual policy is currently being implemented.

Successful applicants will therefore teach English, Maths, Science, Geography and History to Bruneian pupils to whom English is a second language, a situation requiring from teachers an awareness of language learning difficulties and a readiness to adjust and develop their teaching techniques.

We are looking for adventurous and adaptable young Primary Teachers who will do a good professional job overseas in return for an attractive salary, an opportunity to save and a chance to travel to South East Asia.

Salaries from Bruneian \$2,100-£2,532 per month.

Qualifications: Candidates should have a B.Ed. (or a degree and PGCE) and a minimum of 2 years primary teaching experience.

A qualification in TEFL, or recent teaching experience or experience in teaching non-native English speakers will be an advantage.

For further information and an application form please contact: The Centre for British Teachers Limited, Quality House, Quality Court, Chancery Lane, London WC2A 1RP. Tel: 01-242 2962 quoting reference (TSF).

#### SECONDARY TEACHERS

The Centre is recruiting an EFL teacher to fill an immediate vacancy in Brunei. Applicants must have an Honours degree, a PGCE and a minimum of 5 years experience (including 2 years TEFL). For further information please telephone Judith Brooks. (0892)



## University of Petroleum & Minerals DHAHRAN - SAUDI ARABIA ENGLISH LANGUAGE CENTER

The ELC is responsible for preparing approximately 1000-1400 male students per year for study in all English-medium technical courses leading to Bachelors' degrees in Science, Engineering and Management. The Center currently employs some 70 teachers (British, American, Canadian and Australian) and is expected to expand. The programme is biased towards English for academic purposes. Well equipped language labs, an audio-visual studio and 60 computer assisted instruction terminals form part of the technical equipment available.

We have opportunities for well qualified, committed and experienced teachers of English as a foreign language as of September 1986. Applicants should be willing to teach in a structured, intensive programme which is continually evolving and they are encouraged to contribute ideas and materials.

Qualifications:

1. M.A. in TEFL/ESL or Applied Linguistics.
2. A one-year, full-time postgraduate diploma in TEFL or TESL from a recognized university.

Experience:

Starting Salary:

Minimum two years' teaching experience in TEFL/ESL overseas. Competitive salaries depending on qualifications and experience. Details at interview time. Salaries free of Saudi taxes.

Additional Benefits:

1. All appointments are both married and single status.
2. Rent free, air conditioned, furnished accommodation. All utilities provided.
3. Gratuity of one month's salary for each year worked, payable on completion of final contract.
4. Two months' paid summer leave each year.
5. Attractive educational assistance grants for school age dependent children.
6. Transportation allowance.
7. Possibility of selection for University's on-going summer programme and evening programme with good additional compensation.
8. Outstanding recreational facilities.
9. Free air transportation to and from Dhahran each year.

Contract: For two years - renewable.

Write for an application form quoting this advertisement and include a complete curriculum vitae (it is vital that you include this information, and only this information, at this stage) to:-

DEAN OF FACULTY & PERSONNEL AFFAIRS, DEPT. UKG/680-01, UNIVERSITY OF PETROLEUM & MINERALS, DHAHRAN 31261, SAUDI ARABIA.

## SAUDI ARABIA ENGLISH TEACHERS (MALE)

required for private school, T.E.F.L. experience preferred.

Apply with fully detailed C.V., copies of qualifications & references to:

NESMA INTERNATIONAL SERVICES LTD. LAMBOURNE HOUSE, 7, WESTERN ROAD, ROMFORD, ESSEX, RM1 3LD.

## EGYPT

### KOMEYA INTERNATIONAL SCHOOL

A Nursery Teacher-In-Charge is required for August/September 1986 for this Nursery School in Alexandria which has approximately 120 children from 3 to 5 years.

The post involves both teaching and an ability to co-ordinate activities and direct the staff of six teachers. Knowledge of music, puppets and any other special interest would be an advantage. Candidates must have relevant qualifications and experience with nursery age children. Salary will be commensurate with Burnham scale 3.

If you are interested please telephone immediately and ask for Anna Lisa Taylor as interviews will be held in our London offices on 28/29 April. Tel: 01-397 9228.

World-wide Education Service House 4-28 Osborn Street London NW1 3NN (0832)

## THE ENGLISH MONTESSORI SCHOOL, MADRID

Co-Ed Day School NOR 550

requires:

- 1 INFANT TEACHER
- 1 LOWER JUNIOR TEACHER
- 1 UPPER JUNIOR TEACHER

with interests in library work

Duties: to teach pupils of a mainly non-English background. Applicants should be prepared to adapt themselves and their work to the Spanish environment.

Qualifications: Recognised teaching qualifications for appropriate ranges. 2 years experience.

Contract: 2 years, commencing September '86, renewable.

Letter for application, plus curriculum vitae to: Headmaster, The English Montessori School, Eduardo Vela 10, Aravaca, 28023 Madrid, Spain

## Cut out for the Third World?

Voluntary Service Overseas is looking for teachers of English, modern languages, maths, the physical sciences, vocational subjects (commerce, secretarial skills, home economics, woodwork, metalwork, agricultural science), specialist teachers of the handicapped and teacher trainers to work in schools and colleges throughout East and West Africa, the Caribbean, the Pacific and South-East Asia.

Candidates should be aged between 20 and 65, without dependants and willing to be posted for two years - with payment based on local rates.

You need understanding and sensitivity as well as a real concern to combat all exploitation - whether economic, racial, political or sexual.

(Most employers, by the way, will give VSO volunteers leave of absence.)

For more information, please complete this coupon, cut out and post to Enquiries Unit, Voluntary Service Overseas, 9 Belgrave Square, London SW1X 8PW.

I'm interested in volunteering. My qualifications or experience are:

Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_  
Postcode \_\_\_\_\_

VSO also needs: builders, engineers, teachers, horticulturists, community & health workers, labourers, and many more.

TEB 104 (22p S.A.E. appreciated)













## EASTERN ARTS ASSOCIATION CAMBRIDGE

Is seeking to fill the following new posts

### Dance and Mime Officer

£9,975 - £11,604

### Marketing and Sponsorship Officer

£9,975 - £11,604

The above posts involve responsibility for co-ordinating the Association's work in the field of Dance & Mime and Marketing & Sponsorship respectively.

Eastern Arts is the Regional Arts Association for Bedfordshire, Cambridgeshire, Essex, Hertfordshire, Norfolk and Suffolk. The appointments will be based in Cambridge.

The Association is an equal opportunities employer.

Application form and further details from:-

Carol Hall, Assistant to the Director  
Eastern Arts Association  
8/9 Bridge Street, CAMBRIDGE CB2 1UA  
Tel: Cambridge 357586

Closing date for applications will be Friday 8th May 1988

(5518)

## PRIMARY TEACHER SCALE 1/2

The educational division of LEGO UK Ltd requires an additional Adviser to join an active team.

THE JOB will concentrate mainly on arranging and conducting in-service training workshops for infant and junior school teachers, and setting up and running the LEGO stand at appropriate Educational Equipment Exhibitions.

THE PERSON will be a trained teacher with 4-6 years teaching experience in primary schools, and currently on scale 1 or 2.

Applicants should have a clean current driving licence and be prepared to travel all over the UK. The role could involve staying away from home base 3-4 nights each week during term time.

Applicants should live or be prepared to live within 15 miles of Wrexham.

THE REWARDS: A salary in line with ability and experience. Company car and travelling expenses. Contributory pension scheme.

Please write or telephone for an application form to:

Brian Sheratt  
Educational Dept  
LEGO UK Limited  
Rutlin Road, Wrexham  
Chwyd LL13 7YQ  
Tel: 0978 - 288 948

(5588)

## WESTMINSTER CABLE TELEVISION

Westminster Cable Television whose shareholders are BRIT, BT, Plessey UK, Kleinwort Benson and Time Life, requires salespersons to sell Cable TV direct to the public.

- ★ Positions available immediately
- ★ Full product training provided
- ★ Excellent earnings (£12,000 - £20,000 p.a.) on salary plus commission basis
- ★ Vehicle allowance

You must:-

- ★ Be a good communicator
- ★ Have your own car
- ★ Work full-time afternoons/evenings/Saturdays
- ★ Live close to Central London

Telephone: Dorothy on 835-8898 for details.  
Westminster Cable Company Ltd., 87/89 Baker Street, London W1M 1AJ.

(5587)

## MISCELLANEOUS

continued

### LONDON W6

The Amateur Rowing Association invites applications for the post of National Paving Coach with a special interest in Junior Rowing. Candidates should have experience in both rowing and coaching. The successful candidate is likely to be a mature person having some experience of teaching. A P.E. qualification is highly desirable. The successful candidate will be expected to have visually impaired A.R.A. Headquarters at Ham-mersmith and must hold a current driving licence. The salary will be based on the Sports Council scale and will not be less than £10,500. A car will be provided. Applications giving a career history should be sent in confidence to: Executive Secretary, Amateur Rowing Association, 6 Lower Mall, Hammersmith W6 6DJ to reach him by 26th April, 1988. (11978) 660000

**WANTED THREE REPS.** For book sales to schools in each of S.W. London. S.E. London, N.W. London. New but highly respected publisher. Part-time or full-time. No teaching experience necessary. Write with brief details and tel. no. to Ray Carson, 124 Haines Road, London E11 1EL. (110478) 660000

## MULTICULTURAL DEVELOPMENT SERVICE, MARKHOUSE ROAD, LONDON E17 8BD, JOINT TEACHERS-IN-CHARGE: Ms. J. Little and Mr. G. Manuel

Required for April or September

A number of opportunities exist in this developing service which aims to support children and teachers in mainstream schools in the area of multicultural education and bilingual/bi-cultural work.

### Primary Bi-Lingual Co-ordinator

Burnham Scale 3 - £8,391 - £11,970  
plus Outer London Allowance.

The Authority has recently agreed to develop its existing programme in respect of Community Languages by the establishment of a number of new posts. Applicants are now sought for a Senior Management position in the team to take on responsibility for a particular area of work, which is available from April or September 1988.

This post will have the responsibility to encourage approaches to bi-lingual/linguistic diversity in Primary Schools.

In respect of this post applicants should have skills in teaching at least one of the Authority's community languages subscribe to the Authority's policy commitment in this area of work and show initiative in implementing development. The successful candidate should be prepared to undertake a flexible working time, including some weekend work. Specific administrative support will be available for the postholder.

Ref: U14/888(1)

### Head of Department Community Languages, Secondary, Scale 3

The successful candidate will have a teaching commitment and will be responsible to the teachers in charge and the co-ordinator for community languages for the supervision, support, development and in-service training of the team of teachers teaching Urdu and Punjabi in secondary schools.

Experience and qualifications in teaching Urdu to examination level in British schools are essential.

Ref: U14/888(2)

### Teacher of Urdu

A qualified experienced teacher is required to teach Urdu from beginner level to 'A' Level in secondary schools. Candidates should have a degree in Urdu or one obtained through the medium of Urdu. They should be recognised by the D.E.S. as fully qualified to teach in British schools and also be able to teach English as a Second Language.

The successful candidate would be part of a lively team and take part in regular in-service sessions, for which an afternoon is made available during the week.

A Scale II post may be available for a suitable candidate.

Ref: U14/888(3)

### Primary/Secondary Teachers

Qualified, experienced full-time or part-time primary/secondary teachers, for interesting work with children of linguistically and culturally diverse backgrounds. Knowledge of one or more community languages would be useful though not a necessity.

The teaching is essentially classroom based and our approaches to language and curriculum development are guided by the Borough's multicultural and anti-racist policy.

The service is well-resourced and offers regular in-service training sessions for its teachers.

Scale II posts are available for suitably experienced and qualified teachers plus Outer London Allowance.

Ref: U14/888(4)

Application forms and further details including specific information relating to particular posts are obtainable from Joint Teachers-in-Charge, of the Multicultural Development Service, Markhouse Road, London E17 8BD.

Please state clearly which post you are interested in.

Closing date: 2nd May 1988

Ref: U14/888

AN EQUAL OPPORTUNITY  
EMPLOYER

Applicants are considered for their  
ability for the post (without regard to  
ethnicity, sex, race and marital status)

**Waltham  
Forest**

## HAMPSHIRE

### COUNTY COUNCIL

#### RESIDENT GUIDER-IN-CHARGE

Foxlease, Lyndhurst.

The Girl Guides Association wishes to appoint an active member of the Movement to the post of GUIDER-IN-CHARGE at FOXLEASE from September, 1988.

A recognised qualification in institutional Management and/or a relevant experience will be an asset.

Living accommodation is available in a cottage suitable for single or married applicants with or without dependants.

Further particulars may be obtained from the Personnel Assistant, The Girl Guides Association, 17-19 Buckingham Palace Road, London SW1W 9SP, to whom final applications, including full c.v. and names and addresses of two referees, should be sent by 30th April 1988. (11978) 660000

## LONDON N8

### ASSISTANT PROGRAMME SECRETARY

Applicants are invited from suitably qualified candidates for a newly created post. An interest in music, drama, film to music, and weight training would be an advantage.

Salary: £8,897 to £12,950 plus Weighting of £1,038. Job Description and Application Form from the General Secretary, YMCA, 184 Tottenham Lane, London N15 6SS. Tel: 01-540 2545, Ext. 25. (110137) 660000

For informal discussion, please telephone 01-540 2545 or Mr. S. Howard on King's Lynn 769731.

Application form and job description available from Social Services, Personnel Officer, County Hall, Marlborough Lane, Norwich NR1 2DR.

Closing date: 6th May 1988. (110491) 660000

For formal discussion, please telephone 01-540 2545 or Mr. S. Howard on King's Lynn 769731.

Application form and job description available from Social Services, Personnel Officer, County Hall, Marlborough Lane, Norwich NR1 2DR.

Closing date: 6th May 1988. (110491) 660000

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